DOCUMENT RESUME

ED 227 203 UD 022 706

AUTHOR	Duff, Ogle Burks, Ed.; Kaplan, Sylvia Y., Ed.
TITLE	Bibliography of Multicultural Resources in Language Arts.
INSTITUTION	Pittsburgh Univ., Pa. Race Desegregation Assistance Center.
PUB DATE	Aug 82
NOTE	53p.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; *Bilingual Education; *Cross Cultural Training; *Cultural Background; Elementary Secondary Education; Ethnic Groups; *Instructional Materials; Language Arts; *Multicultural Education; *Resource Materials; Teacher Education

ABSTRACT

This annotated bibliography lists references to works published since 1970 on multicultural and bilingual education, primarily for the language arts. Intended to serve as a reference tool in training classroom teachers and prospective teachers for multicultural education, the bibliography has entries divided uunder the following headings: (1) bibliographies; (2) English curriculum materials; (3) language arts resources; (4) library resources and references; (5) materials on storytelling for bicultural children; (6) resources for student teaching; and (7) materials on multicultural experiences and cultural backgrounds of various ethnic groups in the United States. (MJL)

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BIBLIOGRAPHY OF MULTICULTURAL RESOURCES IN LANGUAGE ARTS

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UD 022 706

RACE DESEGREGATION ASSISTANCE CENTER

UNIVERSITY OF PITTSBURGH

August 1982

Dr. Ogle B. Duff, Director
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Race Desegregation Assistance Center
University of Pittsburgh, 1982

BIBLIOGRAPHY OF MULTICULTURAL RESOURCES

IN

LANGUAGE ARTS

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SOURCES CONSULTED:

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F O R E W O R D

In an article in the AACTE Bulletin (November, 1972), the American Association for Teacher Education selected multi-cultural education as a priority item. The article, "Multi-Cultural Education: An AACTE Priority," provided many ideas that have guided the development and refinement of the final project.

Program development in multidisciplinary areas is rewarding but difficult. Encouragement to continue the effort came from the Journal of Teacher Education, which devoted one entire issue to multi-cultural education. AACTE continued its direct interest in this area by the publication of Multi-Cultural Education through Competency-Based Teacher Education. The persistence in American public education of the very problems led to the study of this area of concern.

> If cultural pluralism is so basic a quality of our culture, it must become an integral part of the educational process at every level. Education for cultural pluralism includes four major thrusts: 1) the teaching of values which support cultural diversity and individual uniqueness; 2) the encouragement of the qualitative expansion of existing ethnic cultures and their incorporation into the mainstream of American socio-economics and political life; 3) the support of explorations in alternative and emerging life styles, and 4) the encouragement of multi-lingualism and multi-dialectism.[1]

"Multi-cultural education programs for teachers are more than special courses or special learning experiences grafted onto the standard program. The commitment to cultural pluralism must permeate all areas of the educational experiences provided for prospective teachers."[2]

Since language arts play a major role in the development of any curriculum, it is incumbent upon language arts teachers, especially English teachers and reading teachers, to be cognizant and capable of imparting knowledge and skills theoretically and practically to students whom they teach.

The purpose of this topically arranged manual/bibliography is to serve as a reference tool for language arts in-service training workshops for the classroom teacher, the prospective student-teacher, and educators interested in developing their backgrounds in the various areas of multi-cultural experiences.

Ogle Burks Duff, Ph.D.
Director

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[1] Journal of Teacher Education, XXIV, No. 4 Winter 1973.

[2] AACTE Bulletin, XXV, No. 9 November 1972, p. 26.

BIBLIOGRAPHIES

Carter, Yvonne, comp. and others. Supplement to Aides to Media Selection for Students and Teachers. Superintendent of documents, U.S. Government Printing Office, Washington, DC 20402. 1973.

A supplement to the earlier aids to media selection for students and teachers is provided by this guide. It offers an annotated, selected roster of the book lists and periodicals published or revised since 1970 which review materials suitable for use in elementary or secondary school instructional programs. Section I deals with book selection sources including book selection aids, periodicals, guides, and handbooks. Section II covers sources of audiovisual materials, among them general and specialized lists of audiovisual materials for various grade levels and general and specialized journals which review audio-visual aids. Section III treats sources of multiethnic aids, including teachers' resources for the selection and use of materials, multimedia selection aids, periodicals with literature about or bibliographies of multiethnic materials. (PB) Eric #ED084786

Community Relations Commission, London (England). A Bibliography for Teachers: For A Multi-Cultural Society. Third Edition. Community Relations Commission, 15-16 Bedford Street, London, WC2E 9HX, England. 39 pp. February 1974.

This annotated bibliography is written for teachers of students of multiracial, multicultural backgrounds. The materials are for all age groups and are concerned with the problems and interests of immigrants in Britain. The contents include: (1) Reference books, (2) Department of Education and Science publications, (3) Schools Council Publications, (4) materials for teaching English as a second language, (5) reading and language schemes, (6) books for the very young, (7) a selection for the primary school, and (8) suggestions for the secondary school in which entries are divided according to subject areas -- English, history, geography, social studies, world religions, selected fiction, and home economics. In addition, several music books and literature anthologies are listed, as well as others suggested. Eric #ED093182

Hornburger, Jane M. and others. Teaching Multicultural Children. Boston University, MA, School of Education. 1977.

This handbook is designed to assist in the selection of literature, trade books, and instructional materials to meet the scholastic needs of all children, including minority children. Contents include a description of a staff development session designed to assist teachers in preparing for multicultural instructional activities and listings

of teacher resources (catalogs, bibliographies, and articles) and nonprint multicultural materials. The remainder of the volume provides an annotated bibliography of books for minority children; selections are grouped according to their relevance to Spanish-speaking, Black, Oriental, and Native-American students. Criteria for judging books involving Black people and for children's books which deal fairly with all groups of people, some shortcuts to selecting books of quality, guidelines for analyzing books for racism and sexism, activities to stimulate pupil involvement with literature, and multicultural publications for teachers of reading are also discussed. (KS)
Eric #ED139045

Hylton, V. Wendell. Media Resource Center Bibliography: Multiethnic, Multicultural, Multimedia Materials. Virginia State Department of Education, Richmond. Office for School Integration Services., December 1975.

This bibliography includes materials found useful in rendering technical assistance to various school divisions which are implementing multiethnic, multicultural curriculum programs. Books are listed by author and title. Films, filmstrips, multi-media programs, instructional programs, recordings, simulations, slides, study prints, tape cassettes, and transparencies are listed with a short description and recommended audience levels, along with publisher or producer. Also included are materials for human relations and interpersonal group working strategies as well as teacher resource materials. (VT)
Eric #ED150959

Isto, Sarah A., Comp. Cultures in the North: Aluet: Athabascan Indian; Eskimo; Haida Indian; Tlingit Indian; Tsimpshian Indian. Multi-Media Resource List. Office of Education (DHEW) Washington DC, April, 1975.

The wide variety of books and informational resources presently available about the American Indian people of Alaska reflect cultural diversity. Intended to assist the teacher in identifying, collecting, and assessing useful materials on the Alaska native cultures, this publication cites approximately 406 books, periodicals, films, filmstrips, slides, and other miscellaneous media. The materials are listed according to: (1) Aleut resources, (2) Athabascan Indian resources, (3) Eskimo resources, (4) Haida, Tlingit, and Tsimpshian Indian resources, (5) multicultural resources, (6) materials currently in production, and (7) resources for teachers. Among the topics covered are education, cultural background, history, art, folklore, acculturation, literature, and language. Borrowing and purchasing sources, a sample annotation, and an explanation of the criteria used in selecting and annotating each type of media are given. Book annotations include the culture, geographic area, and historical setting; a brief description of the book's contents and special features such as maps, outstanding illustrations or photographs; reading level (elementary, junior high, high school, or adult); and weaknesses of the materials according to the selection criteria. Unless otherwise stated, the periodicals' reading level is junior high and high school. (NQ)
Eric #ED108809

Lightfoot, Jean H. Multi-Ethnic Literature in the High School: A Mental Health Tool. National Institute of Mental Health (DHEW) Rockville, MD. Center for Studies of Child and Family Mental Health. 49 pp. 1973. Note: Superintendent of Documents, Government Printing Office, Washington, DC 20402.

Mental health in education is conceptualized from an ecological point of view. In this framework, the school as an institution must not limit its attention to what it has traditionally viewed as its own particular area of subject matter responsibility; rather, it must perceive its responsibility as relating to the whole of human experience. This document is designed to provide tools for teachers -- and in particular English teachers -- who have been converted to the relevance of mental health concepts to the curriculum. The basic curriculum and annotated bibliography will enhance the learning environment and will give the individual English teacher a basic tool with which to create a structured course appropriate to the indigenous population of his school. This curriculum should provide a situation in which teachers and students can review and reflect upon the value system inherent in the life-style of each person. The activities suggested as parts of possible curricula for the ninth through twelfth grades frequently incorporate small class groupings and student teach/learn skills as a part of the basic foundation of the activities. The procedure emphasizes the importance of the student's role in his own learning processes and allows him additional means of evaluating how much of what is being presented he has learned. (Author/JM)
Eric #ED084323

Nance, Elizabeth and others. A Community of People: Multi-Ethnic Bibliography. Portland Public Schools, OR, 135 pp. 1974. Note: Educational Media Department, Portland Public Schools, 631 Northeast Clackasmas Street, Portland, OR 97208.

This annotated bibliography was compiled by personnel of the Educational Media Department, Portland Public Schools, with the consultation of the students of Eliott School. Eight minority groups are focused on: Afro-American, Asian-American, Jewish-American, Native-American, Puerto Rican American, and multi-racial. Materials cited in each section comprise books and other publications, films, phonograph records, and other audiovisual aids. Each of the eight sections is organized into 11 parts, focusing either on a topic dealt with by books and other publications or on an audiovisual aid medium. The topics covered by these parts include: heritage, collective biography, individual biography, poetry, short stories, essays, folklore, fiction, easy fiction, teachers background reading, 16mm and non 16mm audiovisuals. Information specified on each item selected for inclusion in this bibliography includes the following: author, title, publisher, copyright date, a brief annotation describing the contents of the item, suggested grade levels for which the item is appropriate, and other suggestions regarding the use of the item. (JM) Eric #ED121872

Nichols, Margaret and O'Neill, Peggy. Multicultural Bibliography for Preschool through Second Grade: In the Areas of Black, Spanish-Speaking, Asian American, and Native American Cultures. Note: Multicultural Resources, Box 2945, Stanford, CA 94305

Intended as a reference guide to books and materials for use in the classroom, this bibliography includes entries for (1) Black cultures, (2) Spanish-speaking cultures, (3) Asian American cultures, (4) Native-American cultures, and (5) multicultural picture picture-books and stories. Listings of pictures and posters and materials for teachers and parents are also provided, together with titles of multi-ethnic bibliographies, a directory of publishers, and a title index. (Author/DGC) Eric #ED104358

Office of Economic Opportunity. Washington, DC. Multi-Ethnic Reading and Audio-Visual Materials for Young Children: Annotated Bibliography. Day Care and Child Development Council of America, Inc. Washington, DC. 11 pp. November, 1972.

This publication lists multi-ethnic reading, audio, and audio-visual materials for young children in Day Care Center programs and homes. The listing, it is held, is by no means a complete one. The need for listing these materials arises from the fact that, historically, children's literature on minority races has been written from a prejudiced point of view, and in a derogatory manner, by white authors for a white audience. Another major reason for putting this list together is to encourage each minority to learn about the other through authentic and reputable authors. This way, the stereotyping and negative attitudes that have resulted from bad children's literature may be offset. In most listings there is sufficient information to order the books listed. Where possible, the cost, audience or grade level, and binding, paperback or hard cover, of the books is specified. Some of the films indicate that a preview is available prior to purchase. The listings are organized in four sections: Spanish, Indian, Black, and reference sources. (Author/JM) Eric #ED073202

ENGLISH CURRICULUM

Brown, Carl R. V. "Toward a Theory of Biculturalism, and Teaching English." Paper presented at the Annual Meeting of the Conference on English Education (16th, Minneapolis, MN, March 16-18, 1978)

Cultural democracy is a concept which should be incorporated into the educational philosophy supporting all aspects of the teaching of English; specifically, it should be the basis of bicultural education. This concept stresses the importance of recognizing the attributes and needs not only of cultural and ethnic groups but also of individuals within those groups. To achieve bicultural goals for their students, educators must learn more about intra-group variability and the cultural values of individual students. These values are formed in the home and community and fall on a continuum from traditional to modernistic; conflict between these values may be the basis of major differences between groups and between individuals within groups. Traditional socialization practices tend to develop field-sensitive cognitive styles in children while modernistic socialization practices facilitate field-independent styles. Recent split-brain research lends support to this distinction. Viewed from this perspective, being bicultural also means being biocognitive, and the way for educators to develop a bicultural/biocognitive capacity in their students is through a culturally democratic curriculum -- one which focuses on the socio-cultural characteristics of the individual learner. Eric #ED158274

Catholic Board of Education. The Circle in the Spiral: Up the Down Spiral with English. Vol. II, Board of Catholic Education, Diocese of Cleveland, 5103 Superior Road, Cleveland, OH 44103

This document reports a project on changing and improving the teaching of English, Project Insight. This project aims to improve the instruction of English on the secondary level through an organically unified English program. Initiated by the Board of Catholic Education, the project includes participants from both public and Catholic high schools of Greater Cleveland, Canton, and Youngstown. The project is divided into 15 sections: (1) design for an English curriculum, (2) an insight into the writing process, (3) a program for the culturally different, (4) seventh grade program for average students, (5) an eight grade program highlighting dialect, (6) English education, (7) an eighth grade poetry unit, (8) a ninth grade syllabus for college prep students, (9) drama, (10) comparative English and American literature, (11) syllabus for above-average tenth grade students, (12) a twelfth grade syllabus for non-college-bound students, (13) poetry, (14) sequential development of an honors program, and (15) a reader's theatre adaptation of Goethe's Faust. (Author/CK) Eric #ED059187

Fisher, John H. "Nationalism and the study of Literature" American Scholar. 49: No. 1, (Winter 1979-80) 105-10 pp.

The author describes how early America adopted a standard of literature study expressing the nation's predominately English/ European heritage. Since the 1970 census indicates that European Americans are no longer the majority, he suggests that it's time to broaden literature study to other cultures and to America itself. (SJL) Eric #EJ222891

Lee, Simi, Ed. Multicultural Curriculum Materials: A Resource for Teachers. Phase I: English and Social Studies. San Mateo Union High School District, CA: 34 pp. pub. 1972.

In the summer of 1972, the San Mateo Union High School District's human relations department sponsored a multicultural curriculum workshop. The minimal goal was to create curriculum strategies leading to students' recognition and understanding of their attitudes, whether racist or not, and the consequences of such attitudes. A more ambitious goal was to promote necessary attitudinal changes: this is a continuing goal. The intent of the social science and English teachers engaged in the development and use of multicultural curriculum materials is to "Tell It as It Is" concerning the experiences of racial minorities. The goal is to help young people who are the students understand how one aspect of their social world operates and how in American society certain attitudes, actions, and institutional structures have subordinated particular persons or groups because of their color. Perhaps of equal importance is the necessity of helping students become aware that the subordination of colored peoples came into being mainly because of the benefits provided to those who did the subordinating and that racism in its many facets persists mainly because it still yields significant psychological, economic, and political advantages to millions of white Americans -- and even to a few non-whites. The curriculum is developed along two vectors: (1) exploration of the casual relationships in intergroup problems and (2) exploration of selected aspects of American history and culture in terms of minority subcultures. (Author/JM) Eric #ED081871

Lightfoot, Jean H. Multi-Ethnic Literature in the High School: A Mental Health Tool. National Institute of Mental Health (DHEW) Rockville, MD: Center for Studies of Child and Family Mental Health. 49 pp. pub. 1973. Superintendent of Documents, Government Printing Office, Washington, DC 20402.

Mental health in education is conceptualized from an ecological point of view. In this framework, the school as an institution must not limit its attention to what it has traditionally viewed as its own particular area of subject matter responsibility; rather, it must perceive its responsibility as relating to the whole of human experience. This document is designed to provide tools for teachers --

and in particular English teachers -- who have been converted to the relevance of mental health concepts to the curriculum. The basic curriculum and annotated bibliography will enhance the learning environment and will give the individual English teacher a basic tool with which to create a structured course appropriate to the indigenous population of his school. This curriculum should provide a situation in which teachers and students can review and reflect upon the value system inherent in the life-style of each person. The activities suggested as parts of possible curricula for the ninth through twelfth grades frequently incorporate small class groupings and student teach/learn skills as a part of the basic foundation of the activities. The procedure emphasizes the importance of the student's role in his own learning processes and allows him additional means of evaluating how much of what is being presented he has learned. (Author/JN) Eric #ED084323

Reed, Linda. "Multi-Ethnic Literature and the Elementary School Curriculum." (An Eric/RCS Report.) Language Arts. 53: No. 3 256-61 pp. (March, 1976)

Studying the literature of many cultures is desirable because the absence of such literature deprives children of a fully-rounded education in literature. (JH)

Robertson, R.T. "A Work of Global Status: A New Reading Curriculum in English." Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (7th, Saskatchewan, August 19-23, 1974)

The English language is now used by a quarter of the world's population and is both spoken and written in many parts of the world. Yet the reading curriculum in our schools usually represents only the history of English writing in Britain and America. This paper stresses the need to expand the content of the school reading curriculum to include English writing from other parts of the world, reflecting the nature and present global status of writing English. The complete reading curriculum should contain four kinds of literature: British, American, world in translation, and new world in English. In addition to studying this literature, students should also examine the varying cultures and peoples that produce it. (TD)
Eric #ED102543

LANGUAGE ARTS

Alvarado, Helen, comp. Curriculum Materials for Bilingual Programs: Spanish-English, Pre-K-12. Bilingual Education Service Center of Illinois, Mount Prospect, Illinois. Illinois State Office of the Superintendent of Public Instruction, Springfield, IL. 353 pp. 1973.

This book presents curriculum materials for Spanish bilingual programs from the pre-school level through the 12th grade. Subject areas include language arts, social studies, geography, mathematics, and science. Also listed are encyclopedias, records, music books, and educational games. An alphabetical list of suppliers is included. (SK) Eric #ED084927

Arce, Aaron and Sosa, Xavier. ESAA Bilingual/Bicultural Project. 1974-1975 Final Evaluation Report. Austin Independent School District, Texas Office of Research and Evaluation. Office of Education (DHEW) Washington, DC Note: Washington, DC, Office of Education 68 pp. June, 1975.

The 1974-75 Austin Independent School District Bilingual/Bicultural program was designed as a comprehensive program of bilingual (Spanish and English) education for schools with the highest concentrations of Spanish-dominant Mexican-American students. Bicultural instruction was inherent in the program which used both languages for a portion of all the curriculum. On a budget of $271,530 the program served over 1,400 elementary students in six schools using 6 1/2 professional staff, 20 teacher aides, and 7 support staff. Students receiving Spanish instruction met objectives regarding acquisition of basic concepts and improved language proficiency but not Spanish reading skills. Students receiving English instruction met English reading objectives. The program met most objectives regarding staff training, supervision, materials, team teaching, and bilingual aides but not the important objectives regarding curriculum development and parental involvement. Compared to students not in the program, students in bilingual classes learned more Spanish and as much English. It was recommended that the program be continued at all six schools and be available to all Spanish-dominant students and to those whose parents want them in a bilingual program. Other recommendations were that the position of parental involvement specialist be discontinued and that teacher training emphasize using teacher aides effectively. (SB) Eric #ED172987

Banks, Bill. "Service Delivery to Bilingual Population in Rural Areas." Department of Agriculture, Bureau of Elementary and Secondary Education.

Washington, DC (Paper presented at the Rural Education Seminar, College Park, MD. 27 pp. May 29-31, 1979.)

In 1970-72 a Texas high school in a bicultural community piloted a Motivational Program of English, Language Arts, and Social Studies Skills designed to involve disadvantaged students (mostly Mexican-American) in positive, creative outlets to alleviate a negative self-concept. Four teachers plus Title I migrant aides used a team teaching approach to provide specialized counseling and raise student achievement to that of the peer group. Oral language development was reinforced using Buy's "Speaking by Doing" Reading Improvement based on the Westinghouse Plan Kit, and social studies programs were centered around Thematic Film Units. Project evaluation consisted of standardized testing, teacher observation, and academic success of students in other classes. In 1976 the program was changed to 18 individualized quarter courses including media study, reading skills, economics, American culture, Mexican culture, and Spanish. Proration of all students into the courses eliminated stigma but caused problems because of the inflexible guidelines created by various federal funding agencies. Therefore, it was recommended that all federal programs should be consolidated using Title I supervisors to regulate funding applications, all eligible students should be labeled "disadvantaged," and annual funding should be based on the number of students plus a percentage of additional monies. Brief descriptions of several program courses are included. (SB) Eric #ED172985

Bataille, Gretchen Mueller. American Indian Literature: A Selected Bibliography for Iowa Schools. Iowa State Department of Public Instruction, Des Moines, IA 86 pp. August, 1978.

Avoidance of stereotypes and realistic portrayal of American Indian life are among the criteria used for the references included in this annotated bibliography. The volume is intended to assist Iowa teachers, particularly of language arts and social studies, in correcting misconceptions about American Indians by identifying materials and resources that can be used in the classroom. Published between 1931 and 1978, the materials are organized by grade level. The elementary section lists 210 books which emphasize similarities among all people yet also demonstrate clear cultural differences that make American Indians a unique group in American society. The 170 titles in the junior high section provide romantic and adventure stories as well as factual and historic information. In the high school section 135 books are listed; poetry, novels, and biographies are included in the wide range of materials available for this age group. Two sections listing resources for teacher use include historical and contemporary references on Indian history and Indian-white relations and material on American Indian literature. Twenty-four references deal with stereotyping and misprepresentation and 43 works are cited as additional bibliographical references. A section on recommended films lists four annotated bibliographies of visual materials and 43 films most often used. The final section

lists miscellaneous resources, including newspapers, curriculum materials, journals, and organizations. (DS) Eric #ED170100

Beauchamp, Laura and Butler, David L. Bilingual Bicultural Curriculum for Language Arts, Grade Four. Connecticut Migratory Children's Program. Connecticut State Department of Education, Hartford. Connecticut State Migratory Children's Program, New Haven. Hamden-New Haven. 486 pp. 1977. Note: Hamden-New Haven Cooperative Education Center, 1450 Whitney Avenue, Hamden, CT 06517.

This is one of a series of curriculum guides designed to assist bilingual teachers in efforts to provide a coordinated program of studies for students in the Connecticut Migratory Children's Program and for any other students whose native language is Spanish. It is felt that an effort should be made to discover the skill level at which a child is functioning, to choose materials from curriculum guides at that skill level, and to move to more difficult materials when the child is ready. Skills are suggested at given grade levels to provide a logical sequence of skill development. The overall focus of the curriculum guides in the series is on Puerto Rican history and culture. The present guide is for the bilingual-bicultural curriculum for language arts at the fourth grade level and is divided into seven units: (1) Connecticut, (2) Puerto Rico, (3) Latin America, (4) Europe, (5) Asia, (6) the Eskimo, and (7) the American Indian. Each unit is divided into skills with activities prescribed for each skill. Each skill is accompanied by a reading selection. (CLK) Eric #ED139279

Connecticut State Department of Education. Hartford, Connecticut. Language Arts Bilingual Bicultural Curriculum for Grade 3. Connecticut Migratory Children's Program. Connecticut Staff Development Cooperative, Hamden. Connecticut State Migratory Children's Program, New Haven. 276 pp. 1977. Note: Hamden-New Haven Cooperative Education Center, 1450 Whitney Avenue, Hamden, CT 06517.

This is one of a series of curriculum guides designed to assist bilingual teachers to provide a coordinated program of studies for students in the Connecticut Migratory Children's Program and for any other student whose native language is Spanish. It is felt that an effort should be made to discover the skill level at which a child is functioning, to choose materials from curriculum guides at that skill level, and to move to more difficult materials when the child is ready. The overall focus of the curriculum guides in the series is on Puerto Rican history and culture. The present guide is for instruction in the language arts at the third grade level and is divided into seven units: (1) Connecticut, (2) Puerto Rico, (3) Latin America, (4) Europe, (5) Asia, (6) the Eskimo, and (7) the American Indian. Each unit is further divided into skills which combine the topic of the unit with basic concepts that the child must master. Activities are suggested for each skill, and a vocabulary list is provided in each unit. (CFM) Eric #ED139290

Delawter, Jayne, Ed. Reading: Prospecting for Futures; Proceedings from the Tenth Annual Conference of the California Reading Association, Sacramento, 1976. International Reading Association, Newport Beach, CA. California Reading Association. 156 pp. 1976. Note: California Reading Association, 3400 Irvine Avenue, Suite 211, Newport Beach, CA 92660.

The 33 articles published in this conference report represent the wide range of topics covered at the conference. Entries are organized under the following six headings: Comprehension: The Reason for Reading; The Role of Reading in Personal Development; Language and Cultural Variables and Reading; Instructional Programs and Procedures; Reading in the Secondary School; and Testing in Reading. Topics treated range from self-concept and bibliotherapy to the special problems involved in teaching reading to Asian and Chicano children. The section on instructional programs and procedures consists of 12 articles that provide teaching models and techniques and discuss early reading, language experience and development, remedial reading, and accountability. (MAI) Eric #ED157001

Dissemination and Assessment Center for Bilingual Education. Austin, Texas. Edgewood Independent School District, San Antonio, Texas. Raza de Tesoros, Programa De Lectura Y Ensenanza Del Lenguaje, Unidad B (Race of Treasures, Reading and Language Learning Program, Unit B.) Dissemination and Assessment Center for Bilingual Education, Austin, Texas. Edgewood Independent School District, San Antonio, TX 90 pp. 1976. Note: Available in Spanish.

This Spanish reader is part of an ungraded language arts and reading program that can be used in classes from upper elementary through high school. The program is designed around reading selections which present aspects of history, culture, and present-day experiences of special relevance to the Mexican-American student. The goals of the program are increased proficiency in Spanish and increased awareness of the language and culture. The reader contains eleven stories and a Spanish-English vocabulary list and is illustrated with black and white line drawings. (CLK) Eric #ED148165

Dissemination and Assessment Center for Bilingual Education, Austin, Texas. Edgewood Independent School District, San Antonio, Texas. Raza De Tesoros, Programa de Lectura y Ensenanza Del Lenguaje, Unidad B. Guia Para El Maestro (Race of Treasures, Reading and Language Learning Program, Unit B. Teacher's Guide.) Dissemination and Assessment Center for Bilingual Education, Austin, Texas. Edgewood Independent School District, San Antonio, TX 89 pp. 1976. Note: For Related Documents for Bilingual Education, 6504 Tracor Lane, Austin, TX 78721. Available in Spanish.

This is the teacher's guide accompanying a reader and a workbook that are part of an ungraded language arts and reading program that can be used in classes from upper elementary through high school. The program is designed around reading selections which represent

aspects of history, culture, and present-day experiences of special relevance to the Mexican-American student. The goals of the program are increased proficiency in Spanish and increased awareness of the language and culture. The teacher's guide contains for each story instructional suggestions which involve the presentation of the story's theme, instructional objectives, materials to be used, preparation for reading, directed reading (both silent and oral) exercises and activities, and evaluation. The guide contains suggestions for games as well as a glossary of grammatical terms and a list of the new vocabulary presented in the stories. (CLK)
Eric #ED148166

Dissemination and Assessment Center for Bilingual Education, Austin, Texas. Edgewood Independent School District, San Antonio, Texas. Raza De Tesoros. Programa de Lectura y Ensenanza Del Lenguaje, Unidad B. Cuaderno de Trabajo (Race of Treasures, Reading and Language Learning Program, Unit B. Workbook.) Dissemination and Assessment Center for Bilingual Education, Austin, Texas. Edgewood Independent School District, San Antonio, TX 77 pp. 1977. Note: Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, TX 78721. Available in Spanish.

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Eric #ED148167

Dissemination Center for Bilingual Bicultural Education, Austin, Texas. Evaluation Instruments for Bilingual Education: An Annotated Bibliography. Dissemination Center for Bilingual Bicultural Education, Austin, Texas. 125 pp. January, 1975. Note: Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, TX 78721 Not available on microfiche.

This compendium of over 250 evaluation instruments in use by project site throughout the U.S. is designed to assist bilingual/bicultural educators in locating, developing, or adapting evaluation instruments suitable to local assessment needs. The titles and descriptions of instruments listed are those provided by staff in bilingual/bicultural programs throughout the country. They include commercial and noncommercial sources as well as ESEA Title VII sources. The main arrangement is by topic, and the index provides cross-referencing by title, author, and publisher. Instruments in seven languages other than English are included: French, Spanish, Portuguese, Hebrew, Navaho, Chinese, and Miccosukee. (Author/AM) Eric #ED111182

Grainger, Jane, Ed. Enduring Heritages: A Guide to Multicultural Education in the Secondary School. Bureau of Postsecondary Education (DHEW/DE) Washington DC Division of International Education. 171 pp. March, 1977. Note: Menaul School, 301 Menaul Boulevard NE, Albuquerque, NM 87107.

During 1975-76, Menaul School, a private, coeducational four year high school for boarding and day students, served 137 Spanish-surnamed, 38 Anglo, 17 native American, 4 black, and 29 international students. Emphasizing the unique and valuable contributions of these diverse groups, multicultural education enabled the students to retrain and develop their cultural identity while learning the values and life styles of mainstream America. During the year, multicultural themes were included in English, Spanish, French, sociology, history, New Mexico studies, Native American studies, environmental science, home economics, music, art, and religion classes. Unit outlines are given for: English (The Diary of Anne Frank and writings of Asian, Black, Mexican and Native American authors); social studies (regional folklore and history and New Mexico's history and culture); home economics (Chinese, Italian, Jewish, North American, Spanish/Mexican American foods); christian education (religious dances from various cultures); and science (Chanco Canyon.) The five major events celebrated during the year are: Black Heritage Day, Luna New Year, Christmas, A Pow-Wow, and a mini-course week. Appendices include a discussion of current emerging needs and issues, guidelines for evaluating textbooks, a listing of the nutrient content of some Southwestern food, eight New Mexican folk tales, and a student essay on Father Antonio Jose Martinex. (NQ) Eric #ED137005 95

Grant, Gloria, Ed. In Praise of Diversity: Multicultural Classroom Applications. Office of Education (DHEW) Washington, DC Teacher Corporation. University of Nebraska, Omaha, 318 pp. 1977.

The teacher's guide contains 51 activity units for implementing multicultural education in areas of social studies, language arts, science, mathematics, and art. Activities, designed for elementary and junior high students, focus on racial and cultural diversity, the elderly, sex-role stereotyping, and the handicapped. Two introductory units suggest strategies for helping students understand personal feelings, relationships with others, and the meanings of voluntary and forced migration and immigration. Many of the units make use of background readings provided for the teacher in the Companion Document, SO 010 214. Each unit identifies the experiences students should undergo as they perform the suggested activities. Many involve discussion with members of the community such as grandparents, lawyers, and the handicapped. Students are encouraged to create murals and collages depicting leisure and working activities of various racial groups, to write chapters in American history reflecting the roles of ethnic groups, and to read at home with parents in selected books with nonsexist themes and illustrations. (AV) Eric #ED144854

King, David C. "Missing the Point" Intercom. 88 pp. 17-19 March, 1978

A series of activities to help junior high school students understand that common barriers to communication are cultural differences, ethnocentrism, prejudice, and misinterpretation. (Author/AV) Eric #EJ178547

Leavitt, Sister Sharon, Ed. Project Brave Bulletin, Vol. 2, No. 1. School Administrative District 24, Van Buren, Maine. Bureau of Elementary and Secondary Education (DHEW/DE) Washington, DC, Division of Bilingual Education. 14 pp.

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in Northern Maine. Included in this issue is information concerning the Summer Materials Development Team, an article on the future of language institutes, and many photographs of activities at Project Brave. (SK) Eric #ED090774

Lee, Grace E. "English Reading for Asian Students." Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, FL, May 2-6, 1977.)

This paper discusses the importance of bilingual-bicultural programs which provide instruction in the student's native language and culture and in the American language and culture in helping Asian-American students to succeedd in the dominant culture. Teachers in such programs need to be sensitive to students' home environment, educational background, cultural values and priorities, and linguistic development. The paper discusses factors in the home environment which may affect students' ability to speak and read English; provides a brief description of values, cognitive styles, and learning modalities which are common to many Asian groups; and outlines some linguistic variables in the Chinese, Japanese, Korean, and Vietnamese languages. Final sections of the paper deal with difficulties which English phonology poses for Asian students, effective ways of helping Asian students to reconstruct English syntax, and the importance of assisting Asian students in interpreting what they read in the light of American culture. (GW) Eric #ED138930

Lopez-Valadez, E. Jeanne, Ed. Curriculum Materials for Bilingual and Multicultural Education An Annotated Bibliography. Vol. 1, Spanish Language Arts. Bilingual Education Service Center, Arlington Heights, IL. Illinois State Office of Education, Springfield. Bilingual Education Section. Office of Education (DHEW) Washington, DC. 91 pp. December, 1976.

This volume is the first of a series of annotated bibliographies describing the library holdings of the Bilingual Education Service Center in Arlington Heights, Illinois. In addition to providing a representative sampling of available materials, this bibliography could be useful in the preliminary selection of instructional and resource tools. This volume includes materials designed to teach

Spanish language arts to both native speakers and students of Spanish as a second language. The majority of the materials are for students in grades K-12 and include both basal and supplementary texts and audio-visual resources. The material was assessed for interest level, reading level, and language difficulty level. The narrative summary includes a description of the purpose of the material, a summary of the contents, comments regarding methodology or teaching approach, physical description, and a statement regarding accuracy and fairness/ bias. To supplement the bibiliographic information given for each item, a list with the names and addresses of publishers and distributors is also included. (Author/CFM) Eric #ED144341

Montgomery County Public Schools, Rockville, Maryland. Above and Beyond: A Teacher Selected Bibliography of Instructional Materials for Use with Gifted and Talented Students. Montgomery County Public Schools, Rockville, MD. 247 pp. 1978.

The bibliography includes references to approximately 1500 instructional materials for use with gifted and talented students. Entries usually include author's name, title, availability information and a brief annotation for the following areas (sample subtopics in parentheses): aesthetic education (recommended art and music textbooks), English, language arts and reading (fantasy and autobiographies), mathematics, science, social studies (the Amish and contemporary issues), and general information (business, health, and industrial education). Also included are annotated bibliographies of professional materials and of information dealing with culturally different gifted and talented students. (CL) Eric #ED165432

Moody, Charles D. Sr. and Vergon, Charles B., Ed. Approaches for Achieving a Multicultural Curriculum. Program for Educational Opportunity, University of Michigan, Ann Arbor, MI. 118 pp. 1979.

The reports presented in this volume are intended to provide a theoretical foundation for and practical applications of multicultural education. Included are the following titles: "Introduction" by Charles D. Moody, Sr., "Cultural Pluralism: Curriculum Assessment, Development, Implementation and Evaluation" by Loretta Webb, "Multicultural Classroom Instruction" by W. Prentice Baptiste, Jr. and Mira Baptiste, "Multicultural Perspectives and the Techniques in the Teaching of Reading: A Self Contained Classroom" by Freya Hawkins Anderson, "The Black Experience: A Teaching Unit of Black Studies" by Freya Hawkins, "You've Come a Long Way: From Africa to America, from Slavery to Freedom" by Freya Hawkins, "Multicultural Approaches to Reading and Language Arts" by Betty Springfield, "Multiculturalizing the Secondary English Curriculum" by Margaret L. Ford, "Mainstreaming Multicultural Music in American Schools" by James A. Standifer, "Multicultural Testing, Criterion Related Testing, Literacy Testing: Which Game Do We Play Next?" by Robert L. Williams, "Xraying a Multicultural Society To Look at the Future" by Frederick L. Goodman, and "A New Focus on Multiethnicity " by H. Prentice Baptiste, Jr. and Margaret L. Ford. (NK) Eric #ED185155

New York State Education Department. Albany, Bureau of Mass Communications. Vegetable Soup: Parent-Teacher Guide. New York State Education Department, Albany, Bureau of Mass Communications. 50 pp. 1975. Note: New York State Education Department, Bureau of Mass Communications, Albany, NY 12234.

The goal of Vegetable Soup, a television series for children, is to help counter the negative, destructive effects of racial prejudice and racial isolation and to reinforce and dramatize the positive, life enhancing value of human diversity in entertaining and affective presentations that children can understand and relate to. This teaching guide provides teachers with a description of the contents of various segments of the show and indicates the relationship of these segments to the overall theme of the show. Each segment is composed of three parts. The purpose of each segment is given to state the intent as preceived by the series designers and television writers. The synopsis is a brief overview of each segment containing details of the major events of each episode within the segment and the names of the main characters. The ideas for discussion following each segment contain questions designed with the hope of promoting classroom discussion and thinking. Among the segments presented are the following: Outerscope, Real People, Make a New Friend, People's Jobs, Heroes, The Superlative Horse, Story Telling Time, Children's Poetry and Art, Holidays, Children's Questions and Activities. Vegetable Soup uses an interdisciplinary approach to entertain and educate elementary age children in the value of human diversity. The show offers teachers an opportunity further to develop children's skills in the areas of language arts, social studies, and career education. (Author/AM) Eric #ED126165

Oklahoma University, Norman College of Education, Oklahoma University, Norman. A Guide for Improving Public School Practices in Human Rights. Oklahoma University, Norman, College of Education, Norman. Southwest Center for Human Relations Studies. Phi Delta Kappa. Bloomington, Indiana Commission of Education, Human Rights, and Rights and Responsibilities. 115 pp. 1975. Note: Prepared with the cooperation of the National Council of Christians and Jews.

The guide contains ideas, materials, and suggested practices for teachers and administrators in dealing with human rights issues. It is organized into six parts. Part I discusses the human rights concept, its importance in Western democratic society, its legal bases, racism, and school responsibility. Part II outlines the responsibilities of administrative leadership for appropriate human rights education. Topics include the role of state and educational organizations and obstacles the school administrator must overcome. Part III deals with methods for increasing competency in human rights. The chapter includes a model for workshops or study groups. Part IV presents material for the study of individual human rights, provides check lists for evaluating human rights behavior, and includes case studies. Part V deals with curriculum development. Topics include social studies

and language arts improvement, the study of controversial issues, equality of the sexes in curriculum and services, and methods for evaluating the school in terms of multicultural education. Part VI focuses on student rights, the law, and student unrest. Appendices include charts for organizing in-house and district-wide participation in improving school practices in human rights, a student rights inventory, and a scale to determine the attitudes of teachers and school administrators toward human rights of students. An annotated bibliography lists materials relating to specific rights, guidelines, school codes, materials, and basic rights. Lists of audiovisual materials and contact sources are also provided. (Author/KC)
Eric #ED188967

Payne, Charles and Carter, Ted comp. A Bibliography of Academic Games for a Multi-Cultural Society. 7 pp. 1977.

Eighty-six journal references cite games to promote multicultural education in elementary and junior high schools. The games are divided into the following curriculum areas: (1) social studies, (2) reading, (3) mathematics, (4) language arts, (5) speech, (6) science, (7) health and safety, (8) home economics, (9) physical education, (10) music, and (11) miscellaneous. (MK) Eric #ED186571

Pulling, Jane Higdon. "Language Experience and Ivan Looking Horse." Language Arts 57: No. 1 pp. 50-52 January, 1980.

This publication recounts an experience with a ten-year-old American Indian boy and expresses hope for increased understanding of the cultural differences and similarities between Indian children and other children. (DD) Eric #EJ225160

Quintanilla, Guadalupe C. El Espiritu Siempre Eterno Del Mexico Americano (The Always Eternal Spirit of the Mexican American.) 108 pp. 1977.

Twenty stories and essays suitable for intermediate and secondary grades illustrate the enduring spirit of Mexican-American life, legend, custom, and culture. The Spanish language book describes the ceremonies of baptism, engagement, marriage, and the "Quinceanera" (a girl's 15th birthday), folklore (magic spells, superstitions, "Cuentos" or tales, the legend of the virgin of Guadalupe), and customs (Christmas "Posadas," religious promises or "Mandas," and the elaborate rodeos known as "Charreadas" are explained as are such aspects of Mexican American cultures as music, dancing, and "Machismo."). Several chapters are devoted to current issues including the women's movement, energy sources, and political participation. Each story or essay is followed by a series of questions and a written exercise. A Spanish-English vocabulary list completes the book. (SB) Eric #ED178233

Robinett, Ralph. "Developing Curriculum for Bilingual Education." Conference on Child Lanugage, preprints of papers presented at the conference, Chicago Illinois, November 22-24, 1972. Spanish Curricula Development Center, Miami, FL. 30 pp. 1971.

This document describes the work of the Spanish Curricula Development Center, a project funded by the Bilingual Education Program Branch of the United States Office of Education. It is the function of the center to develop multidisciplinary resource kits to help support the major areas of instruction in Spanish at the primary level. Forty-eight kits are planned; kits 1-8 have been completed and kits 9-24 are in progress, covering first grade and the first half of second grade. Each kit provides two weeks of work and covers five areas of instruction: language arts-vernacular, social science, science/mathematics, fine arts, and Spanish-second language. The means for evaluation of pupils' progress are provided in each kit along with supplementary audiovisual and manipulative materials. A product design or overview is included. Further details on the design and use of the kits and on the educational strands and assessment activities are provided here. (VM) Eric #ED061811

Rodrigues, Raymond J. "Toward Pluralism: Multicultural Learners." Language Arts. 55: No. 6 pp. 728-32 September, 1978

The recognition of the unique contributions made by ethnic and racial groups to the United States can lead to a society in which cultural pluralism is seen as an asset. (DD) Eric #EJ188537

Sandberg, John E. Impact of The Career Opportunities Program on Curricular Innovations at Western Michigan University. School of Education, Western Michigan University, Kalamazoo, MI. 16 pp. 1974.

One of the major concerns of the Grand Rapids (Michigan) Advisory Council of the Career Opportunities Program (COP) is that traditional methods of recruitment and training are largely insufficient and leave much to be desired in quantity and quality of instructional staffs in low income areas. As a result of discussions between the COP project director, the COP advisory council, and administrators and teaching staff from Western Michigan University, an on-site educational program was established for approximately 40 participants in Grand Rapids. This program included two interdisciplinary and intercollege experimental minors: language arts and intercultural studies. The objectives of the program were a) to train teachers who were better prepared than average teachers to teach language arts to ethnic minorities and b) to help all children understand and appreciate the cultural diversities existing in the United States by providing content and experiences designed to create positive interpersonal relationships in a pluralistic society. (Included as appendices are a breakdown of income and expenditure, extracts of opinions assessing the program, course descriptions, and a career lattice with related factors.) (Author/JA) Eric #ED098204

Student Learning Objectives for Multicultural Education in the Basic Skills. Published by Washington Office of the State Superintendent of Public Instruction. Olympia, WA. 23 pp.

This pamphlet has been prepared as a practical tool to be used by educators and community people who want to strengthen the relationship

between multicultural education and the basic skills. A model for multicultural education in the basic skills is provided for the following grade levels: K-3, 4-6, 7-9, and 10-12. For each of these grade levels, student learning objectives are provided in the areas of reading, language arts, social studies, and mathematics. The model has potential application in several phases of the education process, including teacher training, and classroom use. (Author/RLV) Eric #ED185177

Sousa, Ronald L. Revision, Development and Implementation of a Bilingual Evaluation Management System, Vol. I Practicum. Nova University, Fort Lauderdale, FL. 203 pp. 1977.

The purpose of this practicum was to develop a bilingual management system to enable bilingual teachers to monitor individual student performance in the bilingual program. This required (1) revising the kindergarten through sixth grade student performance objectives; (2) developing kindergarten through sixth grade criterion-referenced tests and mastery tests in English, Spanish, and/or Portuguese for language arts-reading, mathematics, second language acquisition, and multicultural social studies; and (3) developing student answer sheets and individual and class profiles. This report describes, in detail, the problem solving procedures, activities, and strategies used in revising, developing, and implementing the bilingual management system within the Hayward Unified School District. It should serve as a model for other bilingual programs interested in adopting a bilingual learning management system. (Author/GLK) Eric #ED139282

Texas Education Agency, Austin. Division of Curriculum Development. Creative Dramatics in the Elementary School. Texas Education Agency, Austin, TX, Division of Curriculum Development. 78 pp. 1978.

Creative dramatics is an art form which enables children under the guidance of an imaginative and responsive adult to reinforce academic subjects, establish a positive self-image, and develop the processes of concentration, analysis, evaluation, inference, and creativity. Designed to assist elementary teachers and administrators, this book does the following: offers basic definitions of creative dramatics; suggests exercises and activities based on human experiences; outlines techniques and procedures for teachers of regular, special education, and multicultural groups; and presents sample lesson plans, annotated bibliographies, and evaluation instruments. (MAI) Eric #ED154434

Willems, Arnold L. Peopling the High Plains: Wyoming's European Heritage. Curriculum Ideas and Guides for Teachers. Wyoming University, Laramie College of Education. 59 pp. 1977. Note: Bureau of Postsecondary Education (DHEW/OE) Washington, DC, Division of International Education. Wyoming State Archives and Historical Department, Cheyenne.

The teacher's guide contains 25 K-12 lessons which illustrate the activities of all ethnic groups in Wyoming. The Basque, British, Eastern European, German-speaking, Greek, and Italian immigrants are highlighted. Titles include "Costumes" by Flannelboard, "National

Basque Week," "Dolls from Our Heritage," "Cook-In/Dance-In Ethnic Celebration," "Graveyeard Genealogy," and "Nutritional Value of Ethnic Foods and Dietary Food Patterns." Other topics include immigrant coal miners, foklore, ethnic child rearing practices, the transcontinental railway, and British and African immigrants. Activities include mapping, field trips, producing plays, drawing family trees, tasting ethnic foods, researching community cemeteries, writing ethnic autobiographies, writing jolk tales, interviewing, and producing multi-media programs. Arranged in order of difficulty and sophistication, the activities are accompanied by identification of grade level and lists of objectives, materials needed, background information, and evaluation methods. (KC) Eric #ED171653

Williams, Brenda T. Educating for Cultural Diversity in the Elementary Schools. 12 pp. 1977.

To understand the current emphasis on multicultural education, it is necessary to examine recent events which contributed to this movement and then to determine when multicultural education should begin in the formal education sequence. The pressure to implement ethnic studies programs has come from America's oppressed ethnic minority groups. The social unrest of the 1960's forced educators to establish programs to accommodate diverse needs of neglected minorities. The literature shows that children have well established prejudices even before entering school. It is therefore imperative to begin work with children as soon as possible before their prejudices and stereotypes become too firmly established. Further rationale for the early study of diversity is that during the student's impressionable early years he can be taught either conformity to the detriment of meaningful living and learning or he can be taught that personal identification and individuality are valuable assets. Schools must show that diversity is valued in personalities, backgrounds, cultures, and interests. Two of the curriculum areas in which this can be done are language arts and the social sciences. (Author/RLV) Eric #ED181104

SCHOOL LIBRARIES

Alvarado, Helen, Comp. Curriculum Materials for Bilingual Programs: Spanish-English, Pre-K-12. Bilingual Education Service Center of Illinois, Mount Prospect. Illinois State Office of the Superintendent of Public Instruction, Springfield, IL. 353 pp. 1973.

This book presents curriculum materials for Spanish bilingual programs from the pre-school level through the 12th grade. Subject areas include language arts, social studies, geography, mathematics, and science. Also listed are encyclopedias, records, music books, and educational games. An alphabetical list of suppliers is included. (SK) Eric #ED084927

Bahowick, Jennifer E. The Status of School Library Services to Bilingual Bicultural Programs in Illinois. 1979. Note: Master's Thesis University of Illinois at Urbana-Champaign, IL.

The need for bilingual, bicultural school library materials and services for schools with bilingual programs and limited English speaking students was investigated in the state of Illinois. The data were collected by questionnaires sent to bilingual program coordinators and school librarians at 140 schools throughout the state. Targeted areas of study were the availability of bilingual school library services and staff, the nature and scope of bilingual school library services, problems of bilingual materials acquisition, the amount of cooperation and/or coordination between library and bilingual personnel, and the role of the school library in bilingual education as perceived by both school librarians and bilingual coordinators. The results of the study indicated a severe lack of bilingual staff, materials, and resources in school libraries serving bilingual and limited English speaking children. The study also revealed a statistically significant difference in the attitudes of school librarians and bilingual coordinators with respect to the role of the school library in education. The implications of this difference suggest conflict regarding the library's present and future role in bilingual multicultural education. Statistical data and questionnaires are appended. (Author/CWM) Eric #ED179225

El Paso Public Schools, Texas. Bilingual Bicultural Materials: A Listing for Library Resource Centers. Office of Education (DHEW) Washington, DC. 76 pp. June, 1974.

This listing of Spanish-English bilingual/bicultural materials for the elementary level is the result of a materials evaluation conducted by the El Paso Public Schools. The catalog is divided into sections by type of media: kits, sound filmstrips, filmstrips, recordings, slides and transparencies, games and models, and books. Each entry contains information as to title, producer, data of publication, type of medium, contents, price, suggested Dewey classification, and grade level. With information of the suitability of the contents of each entry, a recommendation is made regarding acquisition for classroom use.

El Paso Public Schools, Texas. Bilingual Bicultural Materials: A Listing for Library Resource Centers, Revised. Office of Education (DHEW) Washington, DC. 109 pp. 1975.

The El Paso (Texas) School District provides a bilingual/bicultural list of filmstrips, games, recording, kits, books, posters, and charts. Within these categories items are listed alphabetically by title and include producer, date, physical description, source, price, suggested Dewey number, grade level, recommendation, and critical annotation. Title indexes and names and addresses of sources are included. (LS)
Eric #ED127968

Greenblatt, Melinda. "Expanding Children's Programming in School and Public Libraries." Wilson Library Bulletin. 54: No. 2 pp. 99-102. October, 1979.

The report describes programs of the information center on children's cultures (New York City) which can easily be integrated into an existing school or public library schedule. Films/filmstrips that illustrate cultural diversity are mentioned and a bibliography is provided. (JD)
Eric #EJ212801

STORY TELLING

Yawkey, Thomas Daniels. Language Learning through Pretend Play in Young Bilingual-Bicultural Children. 12 pp. 1979.

Child care programs are ideal places to begin the mastery of both English and a native language. Language growth can be promoted through the use of pretend play. Pretend situations include storytelling, oral drills and poems, riddles, and songs. In storytelling activities, it is essential that the adult model language for the children and that the children listen intently to pronunciation, intonation, pitch, stress, rhythm, and tone. Using oral substitution drills with pretend play, the teacher can select nouns, verbs, or adjectives from the native language which can be substituted for English equivalents. Youngsters enjoy going through these drills especially if the teacher varies them. In pretend play, children can assume roles of characters or objects from stories, poems or riddles which they have heard. Oral language techniques such as (a) selective visual attention or questioning, (b) attention to nonvisual stimuli, (c) recall, (d) directed dialogue, and (e) self-monitoring can be used in pretend play. These techniques can all be used in different classroom activities such as storytelling, oral drills and poems, riddles and songs. It is the teacher's responsibility to provide opportunities for children to hear, experience, and use their language(s). (Author/RH) Eric #ED179298

STUDENT TEACHING

Ainsan, Trisha. "P. L. No. 94-142: A Broader Approach to Teacher Training?" College Student Journal. 14: No. 3 pp. 273-77 (Fall) 1980.

New strategies to allow students to understand and cope with mainstreaming, special educational, and multicultural education approaches must begin at an earlier point in the teacher training process. Practicum must include the new federal requirements in order better to equip beginning teachers for their responsibilities. (Author) Eric #EJ233840

Ball State University Presents a Program to Prepare Teachers for MultiCultured Secondary Schools. Ball State University, Muncie, IN. 55 pp. December, 1975.

The program to prepare teachers for multi-cultured secondary schools (Multi-Cul) at Ball State University provides an alternative, elective program open to all enrollees in secondary education who wish to prepare for teaching their subject matter specialities in schools serving adolescents from a variety of cultural, religious, social, and ethnic groups. The Multi-Cul minor was structured as a four year program to parallel the regular program for secondary education students. The Multi-Cul program places emphasis on merging campus class work with field experiences, planned visits on a continuing basis to schools representing different cultural characteristics, adaptation of course content in secondary education to goals of the program, utilization of resource people and flexible seminars, and provision for laboratory experiences appropriate to the program in each of the four years of undergraduate preparation. Advisement relates to use of electives, assignment to laboratory settings, and individual development of students. Instruction is carried on by personnel with interests and qualifications related to the program drawn from many areas of the university. Public school teachers serving as classroom supervisors of laboratory experiences are selected specifically for the program. Prestudent teaching and student teaching experiences occur in schools with large multi-cultured student enrollments. (Author/RC) Eric #ED120178

Boger, David. Learning to Teach in The Inner-City: A Follow-Up Study. 14 pp. 1977.

A report is given of the findings of a follow-up study of a field-based program for preparing preservice teachers for inner-city schools. This program moves preservice teacher education from the realm of isolated theoretical instruction toward a realistic clinical approach through the use of a professional semester format. During a semester students teach in inner-city secondary schools under the direction of their university supervisor and the cooperating teacher. The follow-up study of the program consisted of questionnaires to the graduates of the program and also

to teachers who had not participated. The results indicated more success in handling classroom problems and greater satisfaction with preservice training on the part of those who had been involved in the program than was indicated by those who had not. (JD) Eric #ED178486

California State College, School of Education, Los Angeles. The Five Points on Site Teacher Education Program. California State College, School of Education. Los Angeles, CA. 12 pp. November, 1971.

In the title, "Five Points on Site Teacher Education," the "on Site" refers to the transfer of education courses from academic settings to public secondary school locations; the "Five Points" to a specific geographic design through varied racial or ethnic areas. Theory and practice are consistently interrelated, and course work blends gradually into participation and student teaching. The student teachers begin, however, only upon their individual readiness, not on a set group schedule. Variations on the original idea include multimedia approaches, mini-courses such as teaching reading to adolescents and "The School without Walls" concept. The contribution to teacher education appears in teachers more informed of the realities of public school life, a practical contribution to the problem of teacher placement. (JA) Eric #ED076524

Mahan, James M. "Alternative Student Teaching Experiences: Emerging Characteristics and Encouraging Payoffs." Teacher Education Forum Series 2: No. 15 Indiana University, School of Education. Bloomington, IN. March, 1974.

Three special field-based student teaching projects at Indiana University which include on-site course work are briefly described. Data are presented that indicate that education majors at the university (a) enroll in demanding, multiculturally oriented student teaching programs; (b) request and accept out-of-state placements in ethnic minority settings; (c) pursue and obtain a significant number of out-of-state teaching positions; (d) serve as beginning teachers in schools with multicultural student bodies; and (e) are employed at a very favorable rate despite the current teacher surplus. Additional data document support of exparticipants for alternative field experience and encourage teacher trainers to develop new projects. Among concluding suggestions are that (a) leagues of colleges and universities should be formed to exchange, orient, and supervise each other's student teachers; (b) high priority should be given to programs which provide preservice teachers with the opportunity to live and work in a large ethnic-group community; (c) multicultural faculty should teach the methods and other courses prerequisite to student teaching; and (d) student teaching alternatives in ethnic minority settings should feature the utilization of supervision specialists representing the appropriate ethnic minority. (Author/HMD) Eric #ED099324

Mahan, James M. "Developing and Evaluating Cultural Immersion Components in Teacher Education." Journal of Teacher Education. 30: No. 2 pp. 35-40, March-April, 1979.

This article presents an inventory for a cultural immersion teacher education program based on the program at Indiana University. It offers

participants selection, pre-site preparation, on-site requirements, external supervision, and evaluation plans. (JMF) Eric #EJ205608

McCrossan, Linda V. Elementary Bilingual Bicultural Teacher Education Curriculum. Northern Illinois University. De Kalb, IL. 124 pp. 1980.

The Northern Illinois University (NIU) Bilingual/Bicultural Program is incorporated into an established elementary education program and provides teacher candidates with an integration of extensive practical field experiences and theoretical course work. NIU offers three program options. The baccalaureate in elementary education with a bilingual/bicultural emphasis provides dual certification and centers on over 250 hours of field work, including a semester in which the candidate serves as a community or educational intern under the auspices of selected community agencies or public schools. The 18-hour post baccalaureate certification program is designed to provide bilingual certification for and increase in the competencies of teachers already functioning in bilingual classrooms. The masters program is intended for those desiring both a masters in elementary education and bilingual certification. Screening of program applicants includes a diagnostic language procedure. Extensive appendices to the program description include faculty resumes, catalog descriptions of suggested courses, course recommendations for sample areas of concentration, a description of the NIU learning center and bilingual/bicultural curriculum center, admission requirements, and complete descriptions of the diagnostic language procedure and the field experiences. (SB)
Eric #ED190328

Reeves, Carolyn and others. Bilingual Bicultural Teacher Training Program. Mississippi State University, College of Education, Mississippi State. Office of Education (DHEW) Washington, DC. 30 pp. 1978.

The Bilingual/Bicultural Teacher Training Program at Mississippi State University was developed specifically to train Choctaw preservice teachers or teacher aides and other personnel in Choctaw schools to work effectively in a bilingual/bicultural program. The program is flexible enough, however, so that other language groups can enter the program and receive training that would meet their needs. The major categories of academic preparation included in the curriculum are native language proficiency, linguistics, English as a second language (ESL), cultural awareness, bilingual/bicultural education methodology and theory, and assessment in lieu of evaluation procedures in bilingual/bicultural education. The program provides both university and on-site training, and practice teaching experience occurs in the senior year. Further information is presented on specific goals and objectives of the program, personnel involved, the budget, and evaluation methods and results. The entire curriculum is provided in appendices as well as a list of staff members on the project and samples of student assignments for various courses. (DS) Eric #ED164467

Roberts, Launery F. Jr. S. T. E. P. Suburban Teacher Education Program. Final Report. Texas Southern University, Houston, TX. 40 pp. 1975.

The Suburban Teacher Education Program (STEP) was a full-semester alternative student teaching experience at Texas Southern University, the

purpose of which was for students to gain additional understanding and insight in bridging the sociocultural gap that exists between life in suburbia and the central city. This goal was achieved by providing a selected number of black student teachers the opportunity to become involved in this special alternative student teaching activity. The several interdisciplinary seminars which comprised the first phase of the program were intended to provide students with a repertoire of technical, personal, and coping skills for successfully addressing teaching problems in predominantly white communities. The second phase of the program consisted of full-time teaching in the same classrooms in which observations took place during the first phase. STEP program activities were based on thoroughly tested procedures drawn from the nationally recognized cooperative urban teacher education program, which prepares teachers for inner city schools. (The report contains a bibliography and an appendix showing the score and sequence calendar for the program) (BD) Eric #ED118531

Roe, William H. Teacher Education in Connecticut Still an Urgent Matter. Connecticut University, Storrs, CT. 19 pp. April, 1975.

This report describes 11 pilot projects which were initiated by the Connecticut Joint Teacher Education Committee. The JTEC, which was created to administer two public acts established in 1968, consists of members of the commission for higher education and members of the State Board of Education. The two public acts provide funds to establish pilot projects in teacher education. The JTEC set up an advisory committee representing a variety of interests to stimulate project ideas. The major part of this report is the description of the 11 pilot projects which were accepted for funding. Each project description includes theory, actual experiences, and, in some cases, a survey of the project's effectiveness. The projects concern merging theory and practice, the inner city, language and cultural difference, the handicapped, day care centers, junior high school students, individually guided education programs, the audio-tutorial technique of instruction, open classrooms, affective education in teacher training, and performance objectives. The report recommends that ideas which emerge from these projects be incorporated into the mainstream of teacher education in the state. The report then lists those suggestions the JTEC feels would result in better teacher education in Connecticut following completion of the program. (MK) Eric #ED111788

Valencia, Atilano A. and others. Bilingual Education: A Vehicle for Bilingualism and Biculturalism. Two Presentations in the College of Education Dialogue Series. New Mexico State University, College of Education, Las Cruces, NM. 25 pp. 1979.

Two papers on bilingual education are included. "The Emerging Features of Bilingualism and Bilingual Education in the U.S.A.," by Atilano A. Valencia represents an overview of the development of programs and policies to meet the needs of bilingual students in the United States. The federal legislation and key court decisions of the 1960's that were responsible for mandating bilingual instruction are reviewed. Reasons for incomplete success in implementing these mandates are discussed. These reasons include a slow development of bilingual teacher training

and material development centers, which are only now beginning to meet demand, and continued public reluctance to discard old attitudes which view bilingual education as at best frivolous and at worst a social threat. In "Bilingual/Bicultural Teacher Education: An A[illegible]ch," Robert L. Gallegos and Roy C. Rodriguez discuss bilingual/bicultural teacher training in New Mexico, which is offered as a model for other programs. Elements of the model include (1) public school cooperation in providing student teaching opportunities, (2) assessment of student teacher needs, (3) weekly lesson plans consisting of units designed to meet specific (often interdisciplinary) learning objectives, and (4) evaluative conferences between instructors and student teachers. Eric #ED180238

STUDENT TEACHING

MULTICULTURAL EXPERIENCES

Campbell, Patricia B. "How Books Influence Children: What The Research Shows." Interracial Books for Children Bulletin. 11: No. 6 pp. 3-6, 1980.

Most of the research on what effects books have on children has focused on comparing the effects of multicultural or non-sexist books and curriculum to more traditional, less equitable materials. Research on multicultural materials has found that, for the most part, these materials have positive effects on children's attitudes and achievements.

One of the earliest studies in this area was in 1944. Researchers found that exposing a group of white junior high school students to books portraying blacks in a positive way caused their attitudes toward blacks to become more favorable than those of a comparable group not exposed to the materials.

Twenty-five years later, two other researchers found that white and black children developed markedly more favorable attitudes toward blacks after using multicultural readers. Using readers for only four months which portrayed blacks with middle-class characteristics (hard working, nicely dressed) in integrated situations caused children to be less apt to exclude and more apt to feel closer to children from different racial groups than did a control group that did not use the readers. There is evidence to indicate that the content of books affects achievement, too. Although one 1977 study found that a multiracial curriculum had no effect on reading achievement, earlier studies indicated that multiracial materials did affect achievement reading, comprehension, and problem solving skills.

Cole, David and Dorothea. "Two Cultures, Two Kinds of Children's Books." Bulletin Interracial Books for Children. 7: No. 8 pp. 9-14, 1976.

As part of a general program by the People's Republic of China aimed at exporting its ideas and culture, English translations of children's literature from that country (published by the Foreign Language Press in Peking) are becoming increasingly available in the United States. Their unambiguous messages based on Maoist doctrine, combined with the traditional didactic style of Chinese children's literature, provide a clear picture of the ideals for thought and conduct held out to the children of contemporary China.

The authors worked with the study of 44 stories in 21 books and booklets and found that the materials ran from a few pages to 55 pages in length. Some of the major themes dealt with are 1) helpfulness and cooperation in pursuit of group goals, 2) minimizing of roles defined by sex, age, or social prestige, 3) early introduction of children into adult roles, 4) error as ignorance, 5) political themes, and 6) care of personal and group possessions.

The United States and China are different societies, and so are the values their children's literature promotes.

Justiz, Manuel J. and Darling, David W. "A Multicultural Perspective in Teacher Education." Educational Horizons. 58: No. 4 pp. 293-305, (Summer 1980.)

Persons trained by teacher education programs need to be able to recognize and nurture in their learners the elements of cultures that are not the teacher's. Culture is primarily transmitted through modeling behavior in nonformal settings. A teacher transmits his culture to students in both formal and informal ways in the formal setting of the school. If cultures in addition to the teacher's are to be nurtured, then the teacher needs to be able to recognize these cultural elements and deal with them in positive and productive ways.

Products of teacher education programs need to be sensitive to cultural differences and the relationship of these differences to the objectives of schooling. One of the objectives of schooling is to permit learners to develop their skills so that they can participate in upward mobility and the "American Dream."

Masemann, Vandra L. "Multicultural Programs in Toronto Schools." Interchange: A Journal of Educational Studies. 9: No. 1 pp. 29-44, 1978-79.

The focus of this paper is multiculturalism and education in Toronto, a debate which has been waged for many years but which has intensified since 1974.

This paper discusses the responses of the Toronto Board of Education over a period of ten or more years to the facts of the cultural and linguistic diversity of the student population.

The nature of this debate is examined with general reference to cultural pluralism and with special reference to the political, economic, and legislative realities which lend support to myths, lead to their speedy demise, or create situations fraught with unresolvable paradoxes.

Basically, this work attempts to demonstrate to what extent it was possible to initiate positive action on multiculturalism in education within a city where celebration of Anglo-conformity had been a way of life.

Until 1970, all of the programs for immigrant children were directed toward the goal of initiating the child into the dominant Anglo-Canadian culture. The publication of the Royal Commission on Bilingualism and Biculturalism's report of the mid-1960's led to passage of the Official Languages Act in 1969, which conferred on both French and English "equal status as official languages of the Parliament and Government of Canada."

The federal government thereafter adopted an official policy of multiculturalism within a bilingual framework in response to volume 4 (The Cultural Contribution of the Other Ethnic Group) of the commission's report.

In the ensuing three years, the nature of the debate concerning multiculturalism and the Toronto school system revealed . . . . 1) Anglo-conformity still prevails as a mode of thought. The shift in sentiment since World War II has not called into question the predominately Anglo cultural basis of the schools. 2) The debate in Toronto cannot be dis-associated from two other debates, both of which make it a part of a Canadian national debate on social policy. The first is the French-English debate in Canada generally and the second is a comparative debate on

definitions of the nature of social equality and the place of ethnic diversity. 3) The status of French as an official language in Canada renders the question of teaching immigrants to Canada in their own language a rather more complicated one than the question, for example, of teaching Mexicans immigrants in the United States in Spanish.

"Canada is a country defined by a twofold culture Anglophone and Francophone and it is the interplay of political forces between these two great societies ... that will determine the future of this country. . . To the Francophone Quebecker, therefore, multiculturalism appears as another way of referring to the Canadian Anglophone community . . . Multiculturalism may thus be said to exist outside the Quebec Francophone community. Worse, it is a threat to the survival and political power of the latter."

The long-term fate of cultural pluralism as a goal in this country will not be settled in the schools of Toronto. The results of November, 1976 Quebec election and the subsequent national debates concerning French-Quebec relations will again shift the argument from multicultural to bicultural concerns; the outcome of any debate on third-language teaching must await the resolution of the political debate on the place of the first two languages.

Subsequent language policy in the Ontario Education Act will reflect the outcome and will in the future, as now, define to what extent ethnic minorities can make any claims to a policy of structural pluralism in the province. The schooling offered to immigrants in the Toronto school system will reflect, as now, the resolution of these political questions.

This well-researched work containing excellent notes and references provides a basis for further investigation in an area of social controversy.
(Rocher, pp. 48-49, 1976.)

Sparks-Derman, Louise and others. "Children, Race and Racism: How Race Awareness Develops." Bulletin Interracial Books for Children. 11: No. 3 & 4, pp. 3-9, 1980.

This article and the guidelines for parents and teachers are based on a two-part study conducted in Southern California during 1978-80. In one part, pre-school, day care, and elementary workers recorded children's comments about racial identity and racism. In the other part, interviews were conducted with 60 parents of children ranging from three to twelve years of age and representing a range of racial and socio-economic groups. (Interviewers were of the same racial or national identity as the persons they interviewed.)

The authors of this article implemented the study; they invited readers' response to the article. Guidelines for adults are included together with extensive reading notes.

"International Conference Address Racism in Children's Books," Bulletin Interracial Books for Children, 9: No 7. pp. 3-5, 1978.

An international conference on "Racism in Children's and School Textbooks," organized by the World Council of Churches, was held October 13-18 in Arnoldshain, Federal Republic of Germany.

The conference-workshop was initiated by the World Council of Churches' Program to Combat Racism and the Office of Education in order to bring together people with expertise in the effort to counteract racism in children's books and textbooks. It was designed as a working conference to develop techniques of identifying and counteracting racism in children's literature (including religious textbooks) and to develop strategies for promoting non-racist and anti-racist children's books.

For five days participants worked in groups focusing on (1) the publishing industry, (2) the effects of racism in books on children, (3) the developing of criteria and guidelines for children's materials, (4) strategies for teachers and librarians, and (5) the church and its responsibilities.

This was the first of a series of regional conferences to be sponsored by the World Council of Churches in the coming years on the issue of racism in children's books.

A report on the findings of the conference-workshops will appear in an issue of the Bulletin during the 1979 International Year of the Child. A full report of the procedings will be published in book form by the World Council of Churches next year.

McDade, Scott. They Chose America. Vols. I and II. Visual Education Corporation. 1975-76. Grade Level: 7-12.

They Chose America, an audio cassette program in two volumes, examines the experiences of 12 different immigrant groups. In our highly heterogeneous society it is almost impossible for an individual to have firsthand knowledge of the history or culture of these diverse national groups.

One reason for the existence of some of the intergroup tension and misunderstanding in this country today is that most of us learned about immigrant groups from incomplete or biased textbook material or from stereotyped knowledge that might have been popular in our own ethnocentric group.

Each of the 12 audio cassettes contains actual conversations with several different individuals who immigrated to this country. The length of time spent is this country by the persons being interviewed varies from arrivals during the post-World War I period, to the most recent immigrants in the late '60s or early '70s. There are both old and young people.

The format for each of the tapes is quite simple. The interviewers say a few words about any major historical movements or periods that relate to the particular group being surveyed.

These tapes are resource material. There are plenty of legitimate educational objectives that this program of conversations might be used for, but the user must articulate them since the producer did not. One implied objective is that after hearing these interviews the student will grasp the wisdom of suspending judgement about any individual regardless of ethnic group membership until hearing that person's side of the story. Another objective is to have the students recognize that the information from primary sources such as these conversations has limitations. Students have an opportunity to evaluate the information and to perceive distinctions between personal value judgements and specific factual material.

Volume one contains six interviews with immigrants from China, Ireland, Italy, Mexico, and Poland and with Jews who fled Nazi Germany. The second volume is six audio tapes of conversations with Cuban, German, Greek, Hungarian, Japanese, and Scandanavian immigrants.

Each of these two volumes contains six cassettes housed in molded plastic storage cells inside a plastic cover approximately 9 x 12 x 1.

Parents' Magazine Films. With Pride to Progress: The Minority Child. 1976. Grade Level: 9-12.

With Pride to Progress: The Minority Child is a series of four color/sound filmstrip kits designed to help students gain insights into the needs of children from minority cultures: the Chicano Child, the Indian Child, the Black Child, and the Puerto Rican Child. Within each kit are five filmstrips with either an LP record or three cassette tapes, script booklets, and a teacher's guide. Included in the teacher's guide are brief introductions for each filmstrip as well as discussion questions that can be used after the filmstrip is shown. In addition, there is a bibliography of supplementary readings and resources that may aid the teacher and students in exploring the topic in greater depth.

Within each kit, the filmstrips have an organized structure, suggesting that they be used in a sequence of five sessions.

The audio and film qualities of the kits are excellent. Care has been taken in both areas to present an accurate presentation of each culture. The audio portion of the program does not "drag" as in many filmstrip series. Both English and the native language of the culture are interwoven in the presentation.

"School Textbooks: A Social Responsiblity," Bulletin Interracial Books for Children. 10: No. 6, pp. 3-5, 1979.

A disturbing development in book circles has been the growing confusion about what constitutes pressure for censorship. The distraction has been hotly debated, following charges that racism, sexism, and other biases are perpetuated by the books children read in schools libraries. There has been further debate on whether or not the use of criteria to avoid racism and sexism also constituted censorship.

The Council on Interracial Books for Children favors the use of such criteria and rejects the contention that advocacy of non-racist, non-sexist criteria for book selection is tantamount to censorship. In the areas of educational and text-book publishing it is especially desirable

to demonstrate that the criteria we advocate are not merely permissible from a civil liberties point of view but are mandatory from a civil rights point of view, under the Fourteenth Amendment to our Constitution.

This discussion of the special role of educational publishers was prepared at the request of Publishers' Weekly and is being published simultaneously in the magazine's special school book issue, October 29, 1979.

Ours is a multicultural society. Our population includes U.S. citizens of European, Asian, Africa, Central and South American, Caribbean, and native American descent. All of these groups have contributed to the total cultural fabric of our society. All people have the right of access to materials that express the rich multilingual, multicultural nature of our society.

MULTICULTURAL HANDBOOK

R & E Research Associates. Handbooks for Multicultural Studies in Elementary Schools. Note: R & E Research Associates, 936 Industrial Avenue, Palo Alto, CA 94303.

A new three-book series which covers sixteen different ethnic groups. Book I deals with Chicano, Black, Asian, and native Americans. Book II covers German, Italian, Spanish, Portuguese, Puerto Rican, Cuban, and Slavic Americans. Book III's subjects are Jewish, Greek, Russian, Irish, and Scandanavian Americans. Book I is available now, but the others will not be published until later this year.

Each of the books is designed to offer practical day-to-day lesson plans for elementary school teachers concerned with the field of multicultural studies. Each lesson plan consists of a statement of objectives, a list of simple and easy to obtain materials, and an outline of suggested activities by which the objectives can be achieved. The lesson plans also include notes for the teacher, which provide background information and content related to the lesson.

The two most important features of this series are that all of the multicultural concepts are integrated directly with at least one major curriculum area and all have high correlative transfer value to other curriculum areas as well as to problems of daily living in a pluralistic society. In addition, each book contains extensive reference material for both teachers and students.

UNUSUAL ETHNIC PERSPECTIVES

Follendore, Joan S. From Our Immigrants with Love. Racz Publishing Company, 313 pp., 1977. Grade Level: 9-12.

The contributions of 37 different ethnic groups to American culture. Topics range from the arts to cooking to scientific discoveries.

McLenighan, Valjean. International Games. Raintree/Childrens Press, 48 pp., 1978. Grade Level: K-3.

Detailed descriptions of and instructions for games played by children in 20 different countries.

The American Jewish Committee's Institute of Human Relations. Note: The American Jewish Committee's Institute of Human Relations, 165 E. 56th Street, New York, NY 10022.

A published catalog of 600 oral memoirs recording the life and times of American Jews from all walks of life during the twentieth century. Interviews include talks with survivors of the holocaust and special issues such as "Jews in American Politics."

Walker, Barber K. Laughing Together: Giggles and Grins from around the Globe. Four Winds Press. 106 pp., 1977. Grade Level: 4-9.

BLACK EXPERIENCES

Adoff, Arnold. Celebrations. Follett Publishing Company, 285 pp., 1977. Grade Level: 7-12.

"Poetry at its best," we are reminded in the introduction to Celebrations, "has always been a reflection of the society from which it springs." Arnold Adoff has pulled together 240 poems by 85 black American poets of the 20th century who do indeed reflect the society from which the poems and authors emerged. The anthology is arranged around 21 sections which are both chronological and thematic. Sections include "the idea of ancestry," "the southern road," "young soul," "myself when I am real," "for Malcolm who walks in the eyes of our children," and "a poem for heroes."

Courlander, Harold. A Treasury of Afro-American Folklore. Crown Publishers, 618 pp., 1976.

This anthology offers a comprehensive look at the folk cultures of black America, and will provide excellent resource material for teachers and high school students. The Treasury covers all Afro-American cultures, from Latin America to the Caribbean countries to the United States. Most of the material in the collection has survived through rich oral tradition of America's blacks.

The Treasury offers its readers ancient myths and legends, but it also provides a fresh look at every day social situations and religious customs.

Davis, Burke. Black Heroes of the American Revolution. Harcourt Brace Jovanovich, 77 pp., 1976. Grade Level: 7-10.

This factual treatment of blacks in the American Revolution is highly recommended for junior high school history classes. In addition, it would be an excellent source for Black Studies and Ethnic Studies classes. The book has two major themes. One is that blacks made numerous and important contributions to the Revolutionary cause in a variety of capacities ranging from sailors and soliders to spies, scouts, guides, and wagoners.

The approach is multibiographical. Early chapters deal with individuals whose participation in the Revolution is generally omitted in texts including Oliver Cromwell, George Latchom, Edward Hector, and Salem Poor as well as the better-known Peter Salem who killed British Major Pitcairn at Bunker Hill.

A topical chapter discusses the three predominantly black fighting units in the Revolution. Very little is known about two of these groups, Boston's black company, the Bucks of America, and the Haitian black volunteer company that fought at Savannah.

Davis and his publishers have done a commendable job in the Black Heroes of the American Revolution. The volume is a professional production, illustrated with contemporary portraits, prints, and documents and containing an extensive index and a well-chosen list of suggested readings.

Griffin, John H. A Time to Be Human. Macmillan Publishing Co., 102 pp., 1977. Grade Level: 8-12.

A Time to Be Human is a personal, emotional, and intellectual examination of American racism. The author, who wrote Black Like Me, is concerned with why our society still exhibits such racism.

As supplementary reading for courses, such as sociology, history, psychology, social problems, and social literature, A Time to Be Human will stimulate critical thinking and could lead to some necessary self-analysis on the part of both students and teachers. Discussions exploring the racism in all of us and what we will need to do in order to eradicate such racism could be greatly aided by the use of this brief book.

Hancock, Sybil. Bill Pickett: First Black Rodeo Star. Harcourt Brace Jovanovich, 61 pp., 1977. Grade Level: 2-5.

Teachers and students will be charmed by this well written and liberally illustrated biography of black cowboy, rodeo entertainer and member of the Cowboy Hall of Fame, Bill Pickett. Pickett was an innovator in the sport of rodeo. As a cowhand on Colonel Zack Miller's famed 101 Ranch in Oklahoma, he invented the dangerous and highly skilled art of bulldogging, now a major event in rodeos everywhere although Pickett is rarely given credit for the innovation by rodeo announcers.

Pickett's biography is part of a series, the Let-Me-Read Books, designed to provide early readers with not only informative but pleasureable reading experience. This little volume admirably fulfills both aims with its lively text and excellent pen-and-ink sketches. Teacher's guides are available for all books in this series.

Haskins, James S. Always Movin' On: The Life of Langston Hughes. Franklin Watts, 108 pp., 1976. Grade Level: 9-12.

A mature and balanced biography of a complex and controversial black poet, playwright, short story writer, and novelist, Always Movin' On offers many possibilities for high school instruction in American literature, American history, and black studies. The book will serve as a useful source for students preparing term projects on such topics as the Harlem Renaissance, black American poetry, and black expatriate artists.

Haskins' style is clear direct, and unpretentious but takes the art of biography seriously. He places Hughes and his work in the context of the time, from the glittering 20's of the Harlem Renaissance to the 1960's when Hughes' poems took on a renewed urgency and militancy, even bitterness. Although the author is clearly an admirer of his subject, Hughes is presented honestly. Haskins does not skirt issues, even sensitive ones such as Hughes admitted homosexuality or the leftist associations of which he was accused.

Haskins develops two major themes: first, the deep seated restlessness which characterized Hughes' career and which was probably derived from his insecure and rootless childhood and second, the compassion and pride that he felt for his people, especially the poor and uneducated blacks to which he was always drawn. From his first important poem, "The Rivers," to the poems and songs of his last years, Hughes consistently expressed the strength, humor, and endurance of the black people.

This is a sensitive, moving, well-written biography which should be a fine introduction for high school students to a black writer at his best.

Haskins, James. Barbara Jordan. The Dial Press, 215 pp., 1977. Grade Level: 8-12.

The living biography of Barbara Jordan is a story of our society in transition. Who can forget her words in July of 1976 when she talked about the 144-year old history of the Democratic party? Who can forget when she went on to say, "But there is something different about tonight. There is something special about tonight. What is different? What is special? I, Barbara Jordan, am a keynote speaker."

Barbara Jordan is a story of the rise to power of a black woman as a U.S. Representative for the 18th Congressional District in Texas.

A biography about this most interesting and obviously talented black woman will be a welcome addition to the high school book shelves. Haskins' effort can easily be used by social studies teachers teaching American history, women's studies, Afro-American history, or even government. The shortcomings are outweighted by the readability of the work and inspiration of a heroine who really believes in something and practices what she believes.

Koger, Earl Sr. Jocko: A Legend of the American Revolution. Prentice-Hall, 29 pp., 1976. Grade Level: 2-5.

Don Miller's magnificent illustrations provide one of the most appealing features of this book. The legend of Jocko comes alive in sensitive and colorful mixed-media drawings that dominate almost every page.

The book is based on a popular legend about a young black boy who followed his father to the front at Trenton where George Washington's troops were assembled. According to local folklore, the child saw an opportunity to be of assistance to his hero Washington by volunteering to keep the general's horse quiet during a blizzard. The next morning Washington found the body of Jocko, still holding the rope of the general's horse which had been left in his charge. Supposedly, Washington and his men were profoundly touched by the child's sacrifice and sense of duty as well as inspired by his example.

If used cautiously, this book could enhance several teaching and learning areas at the elementary level. It could provide a good introduction to folklore, and it would be a useful supplementary reader in history classes dealing with the American Revolution. Despite its potential as an interdisciplinary teaching tool, the book has grave weaknesses.

Authors who deal with such important topics as death, war, and sacrifice have a responsibility to treat such subjects with dignity and honesty, particularly in juvenile literature.

Ott, Virginia and Swanson, Gloria. Man with a Million Ideas: Fred Jones, Genius/Inventor. Lerner Publications, 190 pp., 1977. Grade Level: 8-12.

Primarily, the volume tells the story of an outstanding black inventor in a predominantly white world. It is also the story of a business, Thermo-King, and how it developed from an idea to a major corporation. And finally, the book depicts the special relationship betwen Jones and his entrepreneur-employer Joseph Numero.

Ott and Swanson have written a solid and inspiring biography of a black inventor who deserves to be more widely known. This work is highly recommended for high school students in business or in history classes.

MEXICAN EXPERIENCES

Decker, Robert and Tiscareno, Esther M. The Proud Mexicans. Regents Publishing Co., 256 pp., 1976. Grade Level: 8-12.

In one volume the authors have assembled 60 biographical sketches of noteworthy Mexicans. Their expressed purpose is to generate pride among young Mexican-Americans in their Mexican heritage. The individual biographies were chosen for their historical significance and for their reinforcement of "desirable" values such as patriotisim, courage, devotion, and creativity.

The persons selected are military figures, clergymen, statesmen, and humanitarians; special preference has been given to heroes of the young. The stories are of those Mexicans who rose from poverty, defended the oppressed, championed liberty and justice, improved the economic status of Indians, Negroes, and Mexicans, and labored to assure their civil rights.

The brief biographies are presented in chronological order. At the end of each, instructors will find a series of questions designed to encourage retention, verify comprehension, and stimulate interpretation. Also following each section is a group of suggested extracurricular activities which might provoke student involvement through discussion and additional investigation.

This book will be helpful to classes of English as a second language (ESL) or bilingual/cross-cultural education (BCE). It might also serve as a good transitional reader for Spanish-speaking students for it will allow them to begin reading an English book not about American but Mexican heroes.

Herman, Vic. Juanito's Railroad in the Sky. Western Publishing, 61 pp., Grade Level: 3-6.

This simplistic but charming tale of a young Mexican boy meeting the challenge of manhood should be a source of good example and pride for young Mexican-Americans who are searching for ethnic identity. It could also be useful in a mixed classroom to establish a common ground between Chicano and American children. (Note: Alberto C. Meloni, History, Department, Southwest Texas State University, San Marcos, Texas.)

O'Dell, Scott. Carlota. Houghton Mifflin, 153 pp., 1977. Grade Level: 8-12.

This fictional account of a courageous young woman is placed within the backdrop of the struggle between the Californians and the Americans

during the Mexican-American War. The residents of California, which Mexico had won from Spain, possessed mixed emotions toward the conflict. Some were pro-U.S.; some were pro-Mexico; and some, perhaps the majority, did not really care one way or the other provided they were left alone.

Among the latter is Don Saturino de Zubaran, his old mother, and his daughter who live on a vast cattle ranch near Los Angeles.

O'Dell, the recipient of the Newberry Honor and the Hans Christian Anderson Author Medal, has once again distinguished himself. His prose is extremely literate, poignant, and moving. His inspiring story of a young woman who must find her true self will elicit much empathy from young Spanish-Americans and from other young American ethnics as well.

Rink, Paul. Warrior Priests and Tyrant Kings: The Beginnings of Mexican Independence. Doubleday, 185 pp., 1976. Grade Level: 10-12.

For the upper grade levels, this book is an accurate and literate historical treatment of Mexico's War for Independence. The details of that liberation effort are presented in chronological order through the personal biographies of two Roman Catholic warrior priests who surrendered their lives for Mexican independence. Their struggles against the tyrant kings of Spain and their generals are imaginatively and vividly recounted.

The integrity, compassion, courage, and wisdom of Hidalgo and Morelos as they struggle against the tyrants in Rink's volume are examples which can guide Mexican Americans toward pride in their daily encounters with economic adversities and racial prejudices. The author, through his excellent prose, accuracy of detail, and vividness of characterizations, has written by far the best volume in this cluster.

INDIAN TRIBAL LIFE

Each of the four books reviewed below conveys a vivid impression of daily life as it was for Indian people. The books are well illustrated and provide insight into the customs and attitudes of the members of various American Indian tribes. Through the stories of individuals and families, these books clearly describe the structure and philosophy underlying Indian life. Algonquian Indians is designed for the primary reader; the others are aimed at junior high students.

Behrens, June and Brown, Pauline. Algonquian Indians. Childrens Press, 31 pp., 1977. Grade Level: 1-4.

This book is a vivid portrait of life at an Algonquian Indian summer camp 350 years ago. The authors take care to explain the concept of summer camp as it relates to the Indian people. If this explanation were not available, young readers might become confused at the expression.

Accurate written descriptions of the lifestyle are enhanced by contemporary illustrations showing day-to-day activities in great detail. Every facet of the life experience from housing to hunting is covered. The book describes both the material and the spiritual lives of the Algonquians.

The authors subtly weave a great deal of information through the book.

Burton, Supree. Bear's Heart: Scenes from the Life of a Cheyenne Artist of One Hundred Years Ago with Pictures by Himself. J. B. Lippincott Company, 63 pp., 1977. Grade Level: 5-7.

This book combines a written account with a pictorial essay. The narrative deals with a period in the life of a young Cheyenne brave in the 1870s.

The majority is devoted to the experiences of Bear's Heart as he was moved across country by train along with 71 other Indians and imprisoned at Fort Marion in St. Augustine, Florida. At the conclusion of the book, three pages take the reader through the remaining days of his life after his three years of imprisonment.

The verbal account is complemented by pictures drawn by Bear's Heart himself in a school drawing book, using colored pencils and ink. The drawings trace the journey from the plains homeland to Florida and provide a vivid description of the life that was led by Indian prisoners at Fort Marion.

This book is well written, the drawings are an expression of a life in transition, and the afterword bridges the gap between the past and present impressions of the Cheyenne experience. The book could be used as a resource in studying the history of Indian policy. It is also a good example of quality art form.

Jacobson, Daniel. The Gatherers. Franklin Watts, 83 pp., 1977. Grade Level: 6-8.

This work takes the reader on an anthropological expedition with the people of the Great Basin starting before 10,000 B.C. and continuing through the 20th century.

A useful glossary and index are provided. There is a selected reading list for further information. Richard Cuffari's illustrations are strong and underline the theme of the text.
(Flo Wiger, MS., Director of Support Services for the Native American Programs, University of Illinois, Chicago Circle.)

Sheppard, Sally. Indians of the Plains. Franklin Watts, 88 pp., 1976. Grade Level: 6-8.

Indians of the Plains is a solid, factual work combining the lives of the people of the Cheyenne, Crow, Blackfeet, and Sioux tribes from the 18th century to the present. Rather than dividing the book by tribe, Sheppard focuses on subject areas such as "The People," "Clothing," "Music and Art," and "Religion." Through this method, the author is able to discuss similarities and differences among tribal groups in the same chapter. This in turn enables the reader to develop a perspective on the information.

Photographs and drawings are placed strategically throughout the book.

This book could be used as resource material for the curriculum developed by the United Tribes Employment Training Center in Bismark, North Dakota. This curriculum is for K-12 and covers much of the same information as the Sheppard book but in far greater detail and scope.

NATIVE AMERICAN FICTION

Blood, Charles L. and Link, Martin. The Goat in the Rug. Parents Magazine Press, 1976. Grade Level: 2-4.

The real author of this book is the goat, Geraldine, who is honored by having her shearings made into a rug by the Navajo weaver Glenmae. Although Geraldine's greed (she eats the dye plants) forces Glenmae to use commercial dyes, the final rug is a beautiful creation honoring a rare tradition. ("Because, you see," Geraldine explains, "there aren't too many weavers like Glenmae left among the Navajo.") With its bright and simple illustrations, plus a series of boxed sketches used to define weaving terminology, this book adds a new twist to folklore for the primary grades.

Carroll, Jeffrey. Climbing to the Sun. The Seabury Press, 126 pp., 1977. Grade Level: 7-12.

This novel can best be described as a lyrical adventure with events based on an avalanche, a few surviving wild goats, and the Indians who find them. The writer's style is sensitive and poetic, and the movement of the story is based more upon feelings than events. Parts of the book describe with complete believability the world as perceived by a mountain goat. Though Climbing to the Sun may not be to every student's taste, it is highly recommended for introspective readers in junior and senior high school.

Epstein, Anne M. Good Stones. Houghton Mifflin, 204 pp., 1977. Grade Level: 7-9.

At first glance, Good Stones appears to be the usual nature lover's book, telling the story of a half-caste girl who runs away from an abusive uncle to live by the customs of her mother's Indian tribe. It is only upon reflection that the reader sees human values overriding nature's ways in the values of the story. The final message is one of respect for every honest, dedicated person of either race, as symbolized by the special stone to be cared for after a loved one dies. Recommendable for young teenagers in junior high, this is a sad but memorable book.

Fregosi, Claudia. A Gift. Prentice-Hall, 1976. Grade Level: K-3.

This picture book is exquisitely illustrated in bright earth tones with an Indian motif. The plot is deceptively simple: a man carefully searches for and finds a gift for his wife. But the warmth, affection, and humor of the story go far beyond the plot and emphasize the tradition in the form of a contemporary folk tale.

Gessner, Lynne. Malcom Yucca Seed. Harvey House, 64 pp., 1977. Grade Level: 3-5.

It is hard to say which quality of this fascinating Navajo story is most appealing, but its humor should certainly be mentioned. Young Malcom tries to rival his brothers' exploits in order to earn a Navajo name. At first nobody cares that Malcolm "stretches the truth" in the stories that he tells his family, but then Malcolm becomes involved in a real

adventure. Perfectly geared to middle graders, the story is complemented by stylized black and white illustrations.

Harris, Christie. Mouse Woman and the Mischief-Makers. Atheneum, 116 pp., 1977. Grade Level: 4-7.

Culled from the "Jesup North Pacific Expedition" Publications and other museum sources, Mouse Woman comes to life under the skilled pen of Christie Harris. "Mouse woman" is a supernatural being, a narnauk, who often mediates between humans and animals. As a go-between, she exhibits both kindness and trickery as well as a deep value system based on such premises as "take no more that you can use." The book is a series of short stories which illustrate different manifestations of the human and natural worlds. These stories, based on the legends of the northwest coast Indians, are both profound and delightful and are ideal for fourth to seventh graders.

Houston, James. Frozen Fire. Atheneum, 149 pp., 1977. Grade Level: 6-8.

One excellent introduction to the study of the Eskimo people is this fictional account of a 13-year-old boy's first few weeks in Alaska. Frozen Fire is not only a good adventure story but also an excellent medium for conveying the traditional wisdom of the Eskimo. Accompanied by Kayak, his new friend, young Matthew Morgan goes on a search and rescue mission for his father. En route, he receives a crash course in Arctic survival tactics.

Meyer, Carolyn. Eskimos Growing Up in a Changing Culture. 215 pp., 1977. Grade Level: 7-9.

Part fiction and part fact, this book is a saga of the village of Chaputnuak and of its families through the seasons of "break-up" and "freeze-up." Author Carolyn Meyer focuses on that combination of the traditional and the new which marks the villagers' current lifestyle.

This book will be most effective with children who respond to a highly dramatic narrative. While not to the taste of every reader, the approach does offer a reasonable alternative to the usual textbook recitation of facts.

JEWISH CULTURE

This cluster presents books dealing with the experiences of Jewish Americans. Murray Friedman of the American Jewish Committee has stated that "America is going through a period of re-ethnication." However, other Jewish leaders acknowledge that the American melting pot has worked extremely well. Millions of grandchildren and great-grandchildren of Jewish immigrants consider themselves Americans whereas others are experiencing a rebirth of ethnic pride.

Blue, Rose. The Thirteenth Year. Franklin Watts, 85 pp., 1977. Grade Level: 4-9.

The Thirteenth Year is an excellent small book designed for the contemporary high school student. As its title suggests, the story is of a

boy's bar mitzvah. More, it is a story of the assumption of manhood in which family financial crisis and family death cause the dramatic change of a boy to a man.

This book should be as well received in public schools as in Jewish schools. The grim moral of the holocaust is present as are such issues as sexism, gluttony, and pride. The Thirteenth Year is a fine book which could enlighten adults as well as children. It could be required reading for the junior high school student.

Brodie, Deborah, Ed. Stories My Grandfather Should Have Told Me. Bonim Books, 113 pp., 1977. Grade Level: 4-10.

Stories is a collection of 12 short stories ranging from the European shtetle to modern America. The book is accompanied by a glossary that contains such words as abba, gragger, sabra, and todah rabah. The Jewish reader may be familiar with the vocabulary, but the non-Jewish student will be required to do some thinking and researching.

This pleasant little book deserves a wide readership. It emphasizes the migration of the Jews throughout the world in clever short stories. A book of success stories of Jews in America and Israel, it should inspire almost anyone who reads it.

Hirsh, Marilyn. Captain Jiri and Rabbi Jacob. Holiday House, 30 pp., 1976. Grade Level: 2-5.

This is a delightful adaptation of an ancient Jewish folktale. The best part of this small treasure is the colorful drawings which are based on 15th century northern European wood engravings.

Captain Jiri and Rabbi Jacob set out on an adventure to locate a treasure; the important treasure each finds is the lesson of the other man's life.

The story would be of interest in both religious and secular curricula. It is a tale which can be enjoyed simply for its folktale appeal as well as for its moral implications.

Howe, Irving, Ed. Jewish American Stories. Mentor Books, 470 pp., 1977. Grade Level: 8-12.

This book is a collection of 26 short stories by such widely-known Jewish authors as Paul Goodman, Saul Bellow, Philip Roth, and Norma Mailer. Jewish American Stories recounts their adventures from first generation slum tenants to third and fourth generation suburban dwellers.

Howe argues that his is a collection of stories of regional writers, Americans who are conscious of their ethnic background: "Their work is regional in that it derives from and deals overwhelmingly with one locale . . . . tenements of the immigrant Jewish neighborhoods . . . and regional in that it comes to us as an outburst of literary consciousness resulting from an encounter between an immigrant group and a host culture of America."

The first five stories of the anthology are particularly delightful. Many English courses would profit from adding this book to their collection. The book would also be a useful addition to sociology and American history classes.

Weilerstein, Sadie R. K'Tonton on an Island in the Sea. The Jewish Publication Society of America, 93 pp., 1976. Grade Level: 3-8.

K'tonton is a Jewish Tom Thumb, a fanciful creature who made his first appearance in 1935. Ms. Weilerstein is held in high regard for her work in Jewish children's literature.

This particular episode occurs over a period of three months and happens before K'tonton goes to Israel. K'tonton is a predictable story about the adventures of a typical young man. Boys will especially enjoy reading this book. It could become part of a public library. Jewish children will take special pride in the Jewish customs and holidays mentioned; the non-Jewish reader will find the concluding notes of interest. Various Jewish words and phrases are explained. In addition, a section on sabbaths, festivals, and fasts explains these observances. (Note: Ronald G. Helms, Ph.D. - Chairperson, Social Studies Department, Fairmont East High School, Kettering, Ohio.)

ORIENTAL LIFE

Bartoli, Jennifer. The Story of the Grateful Crane. Albert Whitman, 1977. Grade Level: 1-3.

The Grateful Crane is a good adaptation of a well-known Japanese folk-tale about a crane who magically repays an old childless couple for rescuing her from a trap.

Harris, Peter. Monkey and the Three Wizards. Bradbury Press, 1977. Grade Level: 3-8.

Both Monkey and the Three Wizards and Cricket Boy are accurate English versions of Chinese tales. Monkey and the Three Wizards is a translation of an episode from a Chinese epic adventure, Journey to the West. In this episode Monkey's magical powers are set against those of three wizards.

Hoexter, Corinne K. From Canton to California: The Epic of Chinese Immigration. Four Winds Press, 304 pp., 1976. Grade Level: 11-12.

From Canton to California is a history of the Chinese in America told through the life of Dr. Ng Poon Chew. The details of the story end with the death of Dr. Chew, but the book brings some of his major concerns up to the present. This book is suitable for a high school or adult audience and can be used successfully in either an American or Asian-American history course. The approach is chronological rather than thematic. The text is quite readable, and the material is treated with considerable depth and sensitivity. Illustrations are selected carefully and the captions are written with much thought.

Manton, Jo and Gittings, Robert. The Flying Horses: Tales from China. Holt, Rinehart and Winston, 176 pp., 1977. Grade Level: 7-12.

The Flying Horses is a collection of Chinese tales for older students, adapted from translations of Chinese history and literature with some embellishments. The tales span a period of 4,000 years of Chinese history.

Sung, Betty L. An Album of Chinese Americans. Franklin Watts, 65 pp., 1977. Grade Level: 4-8.

An Album of Chinese Americans provides a brief history of the Chinese in America up to the present. It is illustrated with many black and white photographs and is suitable for junior and senior high school students. The text is simple, current, and easy to use in most places. It is arranged both thematically and chronologically. The illustrations are excellent and enable American students to empathize with Chinese children although some of the captions are questionable and misleading. On page 49 the page of Chinese characters is printed upside down.

Ziner, Feenie. Cricket Boy: A Chinese Tale Retold. Doubleday, 1977. Grade Level: 3-8.

In Cricket Boy, the illustrations are paintings showcased on the pages facing the text. Although the text of Cricket Boy is set in large type, the language is often complicated, making this book more suitable for upper elementary and junior high school than lower elementary use. (Note: Katherine Sparling, Ph.D., Assistant Professor of Japanese, Department of Far Eastern Languages and Literature; and Shuen-fu Lin, Ph.D., Assistant Professor of Chinese, Department of Far Eastern Languages and Literature; in conjunction with the Project on Asian Studies in Education (PASE); University of Michigan, Ann Arbor.)

MORE MULTICULTURAL RESOURCES

Becker, Joyce. Jewish Holiday Crafts. Bonim Books, 179 pp., 1977. Grade Level: 4-8.

Arts and crafts projects for various holidays. Chapters include brief descriptions of meaning and origin of holidays.

Bible, Charles. The Portrayal of Asian Americans in Children's Books. The Council on Interracial Books for Children, 40 pp.

Professional reference. Provides guidelines for selecting and evaluating books. Several articles and bibliography for all grade levels.

Council on Interracial Books for Children. Unlearning "Indian" Stereotypes. 1977.

Unlearning "Indian" Stereotypes: A Teaching Unit for Elementary Teachers and Children's Librarians consists of a 48-page booklet, a filmstrip, and an audio cassette. Its goal is to sensitize teachers and librarians to the plethora of stereotypes about native Americans reinforced in the elementary classroom and in children's books.

Roughly the first half of the unit is devoted to "Feathers, Tomahawks and Tipis: A Study of Stereotyped 'Indian' Imagery in Children's Picture Books," by Robert B. Moore and Arlene Hirschfelder. The authors organized the approximately 75 books that they studied in seven catagories of "Indian" imagery which they found stereotypic, include alphabet books, counting books, and books about head coverings.

Eliott, Paul M. Eskimos of the World. Julian Messner, 128 pp., 1976. Grade Level: 6-8.

Absorbing and easy to read, this short, factual text is marvelously illustrated and carefully paced, giving just the right amount of new information.

The text is further enhanced by the author's quotation from Eskimo poetry and unusual anecdotes. It is unfortunate that some of these anecdotes may be misinterpreted by immature readers. One story, for example, involves a winter famine during which the storyteller's grandmother convinces his father that he must finally eat her in order to survive. Students will need little encouragement to explore such an adventure book although they may need aid in interpreting some of the information. The teacher's assistance will be necessary to help students bridge the cultural gap and appreciate the humanity of the Eskimo people. Map and index are included.

Gilfond, Henry. Genealogy: How to Find Your Roots. Franklin Watts, 80 pp., 1978. Grade Level: 7-12.

Offers information on tracking down source material and collecting, verifying, and analyzing data. Includes sample of family trees.

Herbert, Wally. Eskimos. Franklin Watts, 128 pp., 1976. Grade Level: 10-12.

Part of the International Library series, this collaborative effort of publishers in five major countries deals with the broad subject of human civilization. The author Wally Herbert is an explorer and pioneer who crossed the Arctic Ocean by dogsled, and his text is distinguished by the depth and breadth of its information.

As an upper level anthropology resource, such a text can prove most valuable. However, for the average social studies student, some aspects of Herbert's viewpoint and writing style may prove to be unnecessarily personal and detailed.

Hirsch, Marilyn. The Hanukkah Story. Bonim Books, 1977. Grade Level: 4-8.

Story of Judah Maccabee and the fight against the Syrians for religious freedom.

Sidley, Elayne. Finding Your Roots. Educational Insights, 20 pp., 1978. Grade Level: 4-8.

Activity approach to developing research and writing skills. Deals primarily with nuclear family and recent events.

Srinivasan, Lyra, Ed. Cross Cultural Study Prints. InterCulture Associates, 30 pp., 1978. Grade Level: 4-8.

New edition contains 30 photographs taken around the world by the United Nations Development Program and others and a response sheet for elementary students. Designed to eliminate preconceptions and misconceptions about other cultures.

The Association for Childhood Education International. Note: 3615 Wisconsin Avenue, Washington, DC 20016.

Produces many materials on children and intercultural education that can be adapted for classroom use.

Westin, Jean E. Finding Your Roots. Ballantine Books, 291 pp., 1977. Grade Level: 10-12.

Straightforward how-to approach to finding your roots at home and abroad without professional help. Chapters focus on using local and national sources.

Yoder, Don, Ed. American Folklife. University of Texas Press, 304 pp., 1976.

Professional reference. Focuses on academic inquiries into American folklife and the effects of multicultural studies on all Americans.